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ABSTRACT

Prior to setting forth recommended classroom procedures, this guide discusses the needs and characteristics of the student of English as a second language (ESL) as well as the requirements for successful ESL tutoring. The principles of ESL testing are set forth, and an informal placement pre-test and post test are included. The units of instruction cover both teaching methods and course content. Discussions of basic classroom techniques, such as various types of drills and the use of visual aids, alternate with descriptions of classroom activities designed to meet specific goals. These goals include the development of language skills, progress toward U.S. citizenship, and fostering cross-cultural communication. The last chapter consists of a tutor competency evaluation. (JB)

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I SPEAK ENGLISH

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A Tutor's Guide to Teaching Conversational English

By Ruth J. Colvin

Illustrations by Norman Mingo

LITERACY VOLUNTEERS OF AMERICA, INC.
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Introduction

By 1776, America had welcomed newcomers from many countries with varied backgrounds and different languages. Two hundred years later, America still welcomes newcomers who bring to the United States their own rich cultures and languages. The United States of America was founded on the idea of accepting people from all over the world who would welcome the opportunity to work together in freedom, but a cooperative society needs common communication. To share the best that each can give requires thoughtful listening and effective speaking.

In the United States, the dominant language is English. To work, study, and function in the United States, a person should be able to communicate in English.

Many individuals want to help our international guests and non-English speaking Americans communicate in English. Are there suggestions for these potential tutors? Are there specific useful techniques?

In this book I am pleased to share with you the best ideas for helping others for whom English is a second language that I have gleaned from many sources. I have been accorded interviews with leaders in the field of English second language teaching, taken workshops and classes, done much reading in the professional literature, and used my own teaching as experimental. I have visited schools where English is taught as a second (or third, or fourth) language, not only in the United States, but also in the Soviet Union, South America, Turkey, and Europe.

Individuals who want to help someone learn conversational English (listening comprehension and speaking skills) need more than good will and enthusiasm, although these are important. Training in the "how to" skills can make the job easier and help to eliminate much unnecessary frustration. Awareness of the customs and cultures of newcomers to the United States and a sensitivity to the feelings of these new neighbors, can lessen tensions and help bring understanding and friendship.

This book is presented in a practical manner, so that volunteers with no previous teaching experience can teach effectively. You need only the ability to speak, read, and write in English, and a sincere desire to teach one person. This book does not claim original techniques. It was designed to be a simplified and condensed book of basic methods suggesting logical and helpful ideas for the person who is teaching English for the first time. Because of its basic approach, hopefully it will be useful not only to the volunteer tutor, but also to paraprofessionals and professional teachers in other fields who may be called upon to teach conversational English.

There are classes in most cities for people who want to learn English as a second language, but even in such classes there are often students who need individual help. Too, there are students who lack the self-confidence to attend these classes and sometimes jobs interfere with the class time. In some areas, there are no English Second Language (ESL) classes.

For those who cannot attend classes, a trained volunteer tutor can fill a real need. Literacy Volunteers of America, Inc. (LVA)[1] offers a four-session workshop to train potential tutors, paraprofessionals, and professionals in proven techniques for teaching ESL students. I SPEAK ENGLISH is the handbook that accompanies the LVA training. Although it was designed to be used with the LVA Tutor Training Workshop, it is inclusive enough to stand alone as a teaching guide.

I want to thank the many individuals who have helped by sharing their talents and time in the preparation of this book. Special appreciation goes to:

Mrs. Juna Dona, Mr. Jonathan McKallip, Ms. Ellen Ossoff, Mrs. Alice Perlman, Dr. Jane Root, Mrs. Frances A. Singer, Dr. Thomas Sousa, Mrs. Helen Sumner, and to many more who shared their ideas at conferences, in training sessions, and in their books, adding to my knowledge.

Mr. Robert Poczik, Associate in the Bureau of Continuing Education, New York State Department of Education, has served as consultant for LVA's English as a Second Language training, and I am most grateful to him for his helpful criticisms and suggestions.

I am indebted to Mr. Norman Mingo who volunteered his professional talent to provide the drawings for I SPEAK ENGLISH.

A special thanks goes to Barbara MacDonald for typing, editing, organizing, and cheerfully coping with continual revisions and deadlines.

[1]Literacy Volunteers of America, Inc., 3001 James Street, Syracuse, N.Y. 13206

CHAPTER 1

Language as Communication

Need for Communication in a Common Language . . . Listening Comprehension and Speaking Is There a Need to Know the Student's Language? . . . The Nature of Language.

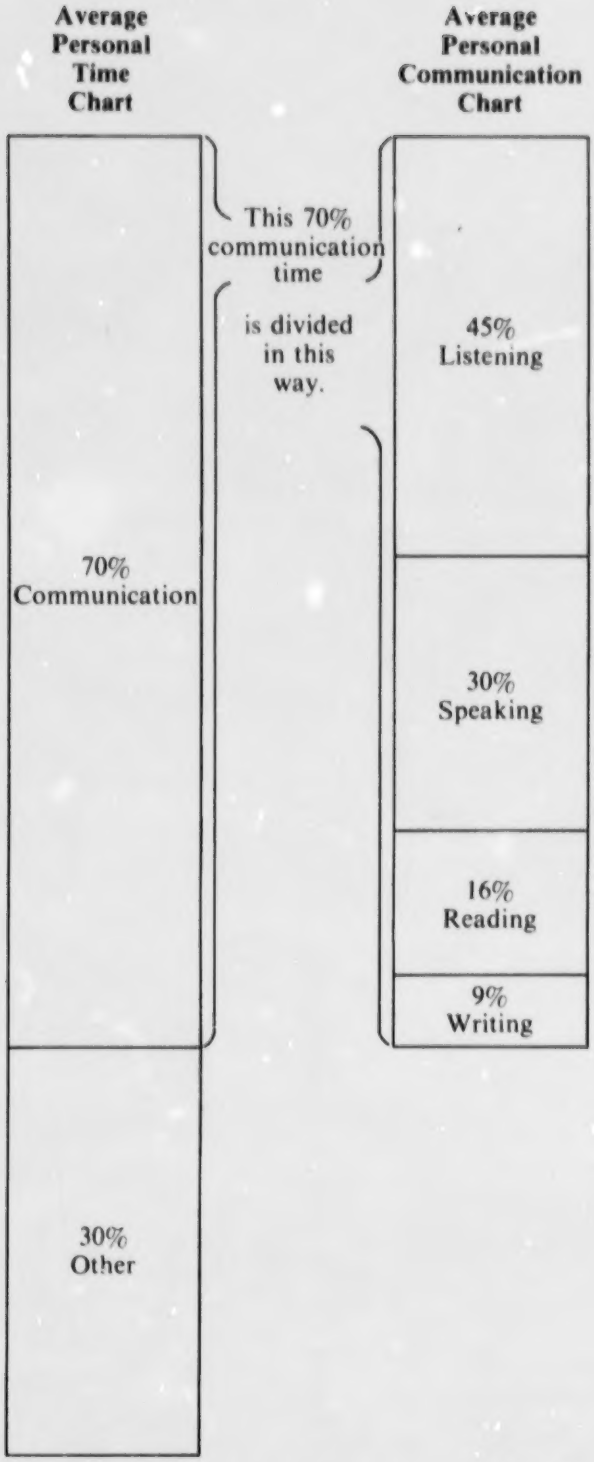
Most of our ancestors came to this country as foreigners. We like to think of them with nostalgia and fond memories. But what about the newly arrived "foreigners"? They are often viewed with suspicion and mistrust — sometimes with pity and compassion — or perhaps with friendship and a helping hand.

You may know some native-born Americans who reversed the process and lived a part of their lives on foreign soil. Many Americans have had the experience of visiting a country with a language strange to them and have temporarily experienced the feeling of "apartness" from the life around them. But these fellow-countrymen had the security of knowing they would soon be back home, comfortable, and able to cope in a familiar tongue.

But what of the thousands who live in the United States of America, transplanted from their native lands? A new language, often an immediate need to find employment, a different life style, strange foods, unfamiliar government, homesickness for friends and family — all these combine to make life very difficult indeed. These same people bring a rich heritage to their new homeland, but unless they can communicate, they cannot learn the "new" or share the "old."

Communication — the "reaching out" of one human being to another — is accomplished in

various ways. We communicate nonverbally with our body actions, and we also communicate by listening, speaking, reading, and writing. Just how much of our time each day is spent in this business of "communicating"? According to an estimate by the New York State Department of Education, 70% of a person's waking time is spent in communicating. The average person spends 45% of this communication time listening, 30% speaking, 16% reading, and 9% writing. Obviously, these percentages vary with each individual, but unless we're eating or sleeping, we are communicating.



These charts demonstrate graphically just how important listening and speaking skills are, and what a major portion of time is spent utilizing these two skills.

Need for Communication in a Common Language

A mouse and her three children were out for a leisurely stroll when suddenly they were confronted by a menacing cat.

The mother mouse reacted quickly and shouted, "Bow wow!" The cat fled. Turning to her children, the mother mouse chided, "Now do you see the importance of learning a second language?"[1]

On the television series, "Upstairs, Downstairs" (produced by the BBC), there is an episode in which the Bellamy family takes in a refugee Belgian family at the beginning of World War I. This Belgian family speaks only French, and the English household speaks only English.

The problems seem insurmountable:

1. The servants in the English household, in an effort to be hospitable, serve tea to their guests. The Belgians aren't sure what it is. They taste it — and spit it out!

2. The Belgians, after their travels, are very dirty and the English servants prepare a big bathtub for them, trying to indicate by gestures that they should bathe. The Belgians are indignant and refuse.

3. A small Belgian boy grabs a jar of jam and sits under the cook's table eating it with special pleasure. Mrs. Bridges, the cook, grabs for him but misses. The little boy drops the jam, laughs, and runs away. The Belgian family roars with laughter, much to the disgust of the English servants.

Utter chaos is near, with the Belgians acting more and more suspicious and the English servants ready to leave en masse. The head of the English household brings in a niece who has just returned from abroad and who speaks both French and English.

Her first act is to formally introduce the Belgians to the English servants, which is accepted by both. Then, is a diplomatic way, she finds out the problems, for which there are obvious solutions as soon as communication is established.

1. The English are unaware that *tea* to the Belgians represents medicine. When it is given to them they think they are being poisoned and, of course, spit it out and became very suspicious. Coffee or chocolate would have been much more acceptable.

2. The Belgians very much wanted baths but they thought the English servants wanted them to undress and bathe right there with an audience. They were aghast. But when they realize that water will be brought in, a screen provided, and no one will be in the room, they are delighted and welcome the chance to bathe.

3. The English servants were upset by the

[1] From *Lit-Bits*, February, 1975, newsletter of Literacy Volunteers of Rochester, New York, Inc.

laughter of the little boy as he ate the jam and dropped the precious jar. The Belgians explained that this was the first time this little boy had done anything mischievious or had enjoyed anything since the day he saw his father shot by the enemy. The Belgians were so relieved and pleased that their natural response was laughter.

Empathy, understanding, and admiration follow. Communication is a must and without a common language, real communication is difficult.

Listening Comprehension and Speaking

As tutors of English to speakers of other languages, we are primarily concerned with *listening comprehension* and the *speaking* of English, and our goal is to help our students to communicate in the language of their new country.

The primary purpose of language is communication, and we as teachers must help our students use the language, specifically English, to communicate. Anyone who cannot speak or understand the language is really cut off from the life of the community.

The skills of language acquisition begin with experience. In learning a language totally, there are four specific skills involved:

listening
speaking
reading
writing

If complete mastery of a language is desired, the listening and speaking skills are generally learned first. This is obvious, if you consider that:

1. Children speak their native language before they learn to read and write.
2. Most people speak and understand their native language, even though many cannot read or write it.

Therefore, the spoken sounds of language are called the *Primary Symbols*. The written words are *Secondary Symbols*. Both reading and writing skills are learned *after* the student has some ability to communicate in the spoken language.

PRIMARY SYMBOLS
are
Spoken Sounds
SECONDARY SYMBOLS
are
Written Words

Is There Need to Know the Student's Language?

One question continually arises in regard to tutoring foreign students: How important is it for the tutor to speak and understand the student's native language?

Most tutors will not know the student's native language, and it is not necessary that the tutor have this knowledge. Knowing the words in the student's native language *can* be desirable in explaining a difficult concept or giving directions, but it can also be a crutch. Often when the student and tutor cannot communicate in English, they revert to the student's language! This then adds the additional step of translation to the communication process.

This does not mean that you should avoid your student's language completely. There are obvious advantages — the quick help in explaining a difficult concept and the security of sharing a common language. The use of a bilingual dictionary (English and your student's native language) is very helpful. It would be foolish to spend ten minutes attempting to act out the meaning of a difficult word when you can look it up in a bilingual dictionary at once.

When it is possible to illustrate a meaning through actions, gestures, pantomime, objects, or pictures, by all means do so. Two purposes will be served. Your student will be helped to *think* in English rather than to think in another language and then translate into English, and the impression will be far more lasting. In ESL teaching, use the student's native language only as a last resort.

Learn what you can about your student's native country. Ask about customs, food, dress, and climate. You will find yourself learning more about a foreign land than many seasoned travelers know! And if your questions are similar in structure to the ones you've taught previously, the discussion can be in simple English and your student will be using the language meaningfully.

The Nature of Language

Before discussing additional ways to help your student, let's think briefly about the nature of language. What is it? Language is a system of meaningful sounds used to communicate. These sounds are meaningful because they are produced and used in a structured way that is mutually understood by speakers of the same language and culture.

Therefore, in order for communication to take place, both the speaker and the listener must know:

vocabulary
structure
intonation patterns

1. The *vocabulary*, words of the language — they can refer to particular objects, actions, feelings, or they can be modifiers or connecting words.

2. The *structure* of the language, the relationship between words, grammar, etc., e.g.

The dog chased the boy.

Because the word *dog* comes before the verb *chased*, we know who is doing the chasing. Because of the pronunciation of the *d* on the end of *chased*, we know that the action took place in the past. We could not know this until the vocabulary was set in a pattern or structure.

3. The *intonation patterns:*

stress
pitch
juncture

Stress — "Joe drove the car home." (Not Bill or Bob.) "Joe drove the car home." (He didn't push it or have it towed.)

Pitch — "He's in bed," as compared with "He's in bed?"

Juncture — "Weak cough," rather than "We cough."

To get a clearer idea of what it means to say that language is a system of meaningful sounds having pattern, think of these three kinds of *sounds:*

1. Noises in traffic or at a construction site, a jumble of sounds with no particular pattern or structure.

2. People talking in a foreign tongue. This is probably understood by some people but perhaps not by you. The sounds follow a regular pattern and thus have structure. You just don't know the structure.

3. People conversing in English. These sounds are organized in such a way that you who know English structure and vocabulary can comprehend the meaning. This is communication for those of us who understand English.

CHAPTER 2

Profile of the ESL Student

Immigration Patterns . . . Why Student Wants to Learn English . . . Abilities and Background Need for Friendship and Acceptance . . . Fear of Embarrassment . . . Need of a Job Student's Anticipated Progress . . . Difficulty with Certain Sounds Comprehension Problems . . . Shy and Scared/Loud and Boisterous The Highly Motivated Student.

Immigration Patterns

America was settled and built by immigrants. Except for native-born American Indians, all 200 million people now living in our country are immigrants or descendants of people born in foreign lands. The earliest immigrants, who were adventurers or explorers, were followed by men and women who saw the New World as a place to change their lot for a better life. With the exception of slaves who came involuntarily, these people came to America for economic, political, or religious reasons. Wars, revolutions, religious persecution, and grinding poverty have brought almost 45 million people to America since 1607.

The Spanish, Portuguese, English, and French were followed by the Dutch, German, Irish, Swedish, and Scottish people. Since most of the colonies followed the English customs of law and government, English became the language of America.

Between 1890 and 1924, 20 million people arrived in America, not only from western and northern Europe, but from eastern and southern Europe, and from Asia. Slovaks, Hungarians, Serbs, Poles, Ukranians, Russians, Italians, and Orientals came to help build America. Latin and South America sent us many newcomers.

In more recent years, thousands of refugees have joined the immigration to the United States — Cubans, Vietnamese, Laotians, and Thais.

Right now there are "pockets" or communities of people with similar backgrounds in all the major cities. Many immigrants stay near their ports of entry: Cubans in Florida, Orientals in California, Mexicans in Southern California or Texas. Immigrants bringing with them a particular skill or trade travel to the state or city where their talents can be employed and where relatives and friends are already established in jobs. It is natural to go where one has friends and relatives, where someone understands one's customs and knows one's language.

People continue to come to the United States either to live or to visit or study for a period of time. If they don't know how to speak and understand English, life here can be very difficult.

> Mr. Juarez comes to the United States from Puerto Rico to get a better job and find more opportunities for his family. He cannot speak or understand English. How can he venture out on a bus when he cannot ask directions or understand anyone? How can he apply for a job when he cannot communicate in English?
>
> Mrs. Yano is in the United States with her husband from Japan. He is doing graduate work at the university, but she takes care of the house and family. How does she shop for food for her family when she speaks no English? She must point to the vegetables, fruit, and canned goods, for she does not know their names in English. Such an experience can be frustrating and frightening.
>
> Huong is a teenager from Vietnam. She speaks French and Vietnamese and has studied English for two years. She reads and writes English well, and can speak some English. Her problem is understanding spoken English. It's a garbled mess to her because native Americans speak so fast, and she has a real problem understanding teenagers who use idioms and slang. She can read and get information in school from her books, but she's at a complete loss when it comes to lectures, and conversation with her peers.

Our concern is to help these people communicate in English — to develop listening comprehension and speaking skills.

Our goal is to help speakers of other languages who cannot communicate in English enter the main-

stream of American life. How and when we can best do this is a major concern.

Why Student Wants to Learn English

It is helpful to know *why* your student wants to learn English. ESL students usually have specific motivations. For example:

They want to get jobs. Even a dishwasher must be able to follow simple instructions in English. An accountant may find himself a maintenance man because he can't transfer his abilities to the English-speaking market.

They want to pass medical boards or take graduate courses. Often people who are well educated and can read and write English fluently need help in the verbal communication skills.

They want to make friends in this new country.

They need to be functional in their new country — to be able to go shopping, get to a doctor or a clinic, answer the telephone, listen to radio and TV, and enjoy American movies.

They want to become American citizens and need help to pass the citizenship test.

They want to be able to talk with other members of their family. Older students who cannot speak English often are embarrassed and ashamed because younger members of their family only want to speak English.

If you can understand an individual's reasons for wanting to learn, you can zero in on helpful ideas.

Abilities and Backgrounds

Tutors will encounter students of widely differing abilities among those for whom English is a second language. The individual who has had adequate background in a language other than his mother tongue will be far easier to teach than the person whose verbal experience is poor in any language. For him, only a transfer process is required.

Be aware that there are four categories of students in regard to ability and background:

1. The person who is illiterate in any language and does not speak English.
2. The non-English speaker who is literate in his own language but illiterate in English.
3. The non-English speaking person literate in more than one language.
4. The person who speaks and is literate in more than one language and has some competency in English.

Knowing which description fits your student will help you understand the student's learning rate:

1. A non-English speaking person illiterate in any language.

Rosita is 17, a native of Guadalajara, Mexico, and the oldest of seven children. She has had less than six months schooling because her parents worked in a cafe and she was a full-time babysitter for her brothers and sisters.

2. A person who can read and write his native language but who cannot read, write, or speak English.

Ramon is 35 and was born in Sao Paulo, Brazil. His father was a bricklayer of moderate means. Ramon attended school where the emphasis was on reading, writing, math, and manual arts, taught in his native Portuguese. English is completely foreign to him.

3. A person who can speak, read, and write his native language and one or more other languages, but not English.

Nawela, 30, is from Zaire, West Africa. She speaks and reads her native language, as well as French, but speaks only a few words of English, and cannot read English.

4. A person who can read and write English very well, and may speak, read, and write several languages, and who understands and speaks some English.

Vo Tung is 27, from Viet Nam. He was proficient enough in written English to attend a graduate school of engineering in the eastern United States. He reads and writes in Vietnamese, as well as in French and Italian. He has enough knowledge of English to ask directions, give greetings, and carry on a simple English conversation. He has great difficulty with lectures, news broadcasts, and the idiomatic language of English.

Need for Friendship and Acceptance

Most of us are so involved in our own daily lives that we forget there are people living in the community who need to be really accepted as neighbors and friends, not just allowed to live nearby. This is illustrated in the following incident.

Two travelers stopped at a small diner for a sandwich. The girl and the two men working there had charming foreign accents. Conversation brought out the fact that they were Greek and had been in the United States for six years, had some family back in Greece, and had found America wonderful. They had become citizens and were proud of it — but they couldn't understand many of the American ways.

They wanted and needed someone to explain and discuss with them holiday customs, politics, schools, and parent organizations. All their associations were within the family and the Greek community. It was difficult for them to become part of an American community. They couldn't take the initiative. Invitations to American homes would have been most welcome.

Native-born Americans can become sensitive to the need for friendship and acceptance of the "stranger in their midst."

Fear of Embarrassment

Students will often hesitate to *try* speaking English because they fear making mistakes. If you start slowly and work quietly, with no one else to hear errors, you can instill confidence in your student.

Need of a Job

People who cannot speak and understand English may have difficulty in finding a job no matter how impressive their other qualifications may be. Many newcomers to the USA have college and advanced degrees in medicine, engineering, or law, and are unemployable until they learn conversational English. Their talents often are not evident because they cannot be expressed.

At the other end of the scale, many people come to the United States because they have had no opportunity for education or upward mobility in their native lands. Before they can apply for most jobs, they have a real need for conversational English.

Student's Anticipated Progress

If your student speaks no English and can understand nothing you say at first, be patient. If you start simply and build slowly, little successes will bring a flash of comprehension when understanding does come. A real reward for you both! If you are the first person with whom your student can communicate in English, you will have become a very important person in his or her life in the United States.

On the other hand, if your student speaks some English, even though haltingly, and with a heavy accent, and if some of what you say can be understood, your progress certainly can be more rapid.

Whatever your student's ability at the moment, there is a desire to understand English as it is spoken every day, and a desire to learn English well enough to be understood.

How quickly a person may learn to understand and speak English will depend on many things, such as:

1. *The ability to "pick up" a new language.*

Some people find this easy but others find it very difficult. If a person speaks several languages, another can probably be learned more quickly. If the student is older and has not had an opportunity to hear another language, learning will probably be slower.

2. *The amount of time spent with people who speak English.*

(1) One person may live in a home where only the native language is spoken, may never go out to shop, or is working with people who speak only the native language. Such a student may listen only to radio broadcasts and records in the native language, and the only contact with English may be the few hours your student spends with you.

(2) Another person may live in a dormitory with English-speaking students, attend classes where only English is spoken, or eat in restaurants where English is a "must" if he wants his favorite meals.

3. *Individual personality, needs, and ability.*

Students who are shy and lack confidence often will not try, while others are willing to experiment, accepting mistakes as part of the learning process.

Difficulty with Certain Sounds

Even immigrants with excellent educations often have difficulty in speaking the English language. It is important to realize that the ability to make certain sounds characteristic of spoken English may be a major difficulty to some foreign speakers because these sounds are not included in their language.

Each language has a sound system peculiar to that language. To learn to speak another language often involves a whole new set of muscular movements to make the appropriate sounds.

Comprehension Problems

Even for the student who can read and write English (having studied its structure), the problem often is understanding spoken English (listening

comprehension) and having the ability to speak it. Native Americans use many contractions and often join words together. It is impossible to slow down and separate words distinctly. There are idioms peculiar to each language and culture and many idioms in English-speaking America are often most frustrating and incomprehensible. Much patient help is needed here.

Shy and Scared/Loud and Boisterous

Often the non-English speaking person is shy and scared. Knowing a few words, such as *Hello* and *Thank you*, aren't enough to last through a community meeting or a session at the employment agency. And when one needs help in an emergency, it can be a frightening experience not to be able to explain what is wrong!

Other non-English speaking persons might seem loud and boisterous, a defense mechanism to cover up a lack of confidence. People react to stress in many different ways.

The Highly Motivated Student

Generally, the highly-motivated student is not only a willing student but most persistent, and will usually learn quickly. Often the desire and the need to learn the new language is a spur to learning. The real motivation may be the need to understand lectures at the university, or to communicate with younger members in a family who speak English fluently, or the need to communicate better in the working world.

Whoever your student is, whatever his origin, whatever abilities or weaknesses are evident, you must be sensitive to individual real needs. Using the "how to" skills which you will learn, together with your other attributes, you can help at least one person to communicate in English and live a fuller life.

CHAPTER 3

Profile of the Good ESL Tutor

Training... Planning... Patience... Understanding... Adaptability
Enthusiasm and Encouragement . . . Sense of Humor . . . Awareness of Special Problems
Sensitivity . . . Creativity . . . Responsibility . . . Commitment

In all history, it is *individuals* who make the difference — sometimes for good and sometimes for evil. So — don't underestimate the potential of each individual. Don't underestimate your own influence, even in regard to one person.

You may be a professional teacher, an expert in some other field, an engineer, or a homemaker. You may be just the person to reach someone who wants to learn to understand and speak English.

Whatever your previous training, some of the skills you already have will help you to learn the new skills you need. Some of these skills are technical — practical methods for teaching English — but of equal importance are patience, enthusiasm, creativity, and adaptability.

Training

How can you prepare yourself to tutor someone to speak and understand English? The desire to help and the willingness to give time are not enough. Even an ability to speak your student's language won't suffice. Learning the skills and techniques of teaching English as a second language and making well-thought-out lesson plans are essential to a good tutor.

Workshops or college courses are offered in many communities. This book was planned to give the needed "how to" skills.

Planning

You are responsible for teaching, for planning your student's lessons, and for keeping records.

Your main job is to help your student grow in listening comprehension and speaking skills, and your session with your student must be just that — a teaching session. Because there never seems to be enough time for everything you anticipate doing, plan your lesson well. Make the most of your time together, keeping a good mixture of review, new learning, and fun. Often after concentrating on the lesson and meeting some success from the challenge, a student can view a personal problem with new hope.

Patience

Good tutors have many virtues, but perhaps the greatest of these is patience. Sometimes learning may seem very slow, but there are times when all the carefully built knowledge seems to come together all at once, and the student suddenly says, "Oh, I *see*." Then all the patient work becomes worthwhile and the joy of learning is realized for both tutor and student.

Understanding

Because ESL students cannot speak English, many of them have had great problems in getting a place to live, finding a job, even being functional in everyday ways. They may have found it hard to use local transportation, to buy food, to get help in an emergency. You are not expected to solve every problem, but perhaps you can steer your student to someone who can help. At the very least, your understanding as a friend can be a help.

Adaptability

People are infinitely different. Some have phenomenal memories; others have keen intuition; some have a knack of learning through observation; and some are patient plodders who will learn in time if you have patience enough to allow that time. Your job is to adapt your teaching to your student's interests and abilities. Be open-minded to new ideas and plan a variety of teaching techniques.

Enthusiasm and Encouragement

Keep your enthusiasm high, giving genuine encouragement to your student. A feeling of achievement with small successes must occur before any long-term success can be achieved. However, do not pretend success when both of you know that it is not deserved. Excessive excitement and urging are not conducive to learning, but genuine respect and regard for the student's growth can be sources of help and pride. Give encouragement, not only as to

progress in lessons, but also encourage your student to participate in community activities. Suggest that listening to TV and radio programs can be good practice in hearing and understanding the spoken language as well as contributing much information. Remind your student that participation in small group conversations is helpful, and that classes are available for further study and reinforcement.

Sense of Humor

A tough task is often made easier by including some light moments. Laughter often reduces tension and a good joke shared is a fine way to build a relationship and to add pleasure to some otherwise hard work. A teaching hour with several laughs in it will seem like a much shorter time. An occasional mistake (perhaps in pronouncing a word in your student's language) makes more legitimate the mistakes your student makes. It is not so bad to be wrong, when sometimes tutors are wrong. When you laugh, be sure your student is laughing *with* you. Remember, adults can be very sensitive, especially in areas when they feel insecure and inadequate.

Awareness of Special Problems

There are special problems that cause some people to learn more slowly than others. Some students need considerable repetition; others absorb and remember everything. Whatever the ease or difficulty of learning, treat your student as an individual with due allowance for differences in rate and style of learning. If your student does join an ESL class, see that you coordinate your work with that of the professional teacher. Reinforcing class sessions should be a major part of your lesson plans. In any event, good working relations between a tutor and a classroom teacher are important.

Be concerned about the total person of your student. Working on a one-to-one basis, you may be confronted with real problems for which you do not have the answers. Be ready to refer your student to appropriate agencies for help. As ESL tutors, we have a first-hand opportunity to tell other native Americans about the problems and capabilities of foreign-born students, so others can understand and help in real ways. You can not only learn about your student's native culture, but you can also share this information with your friends. The ethnic majority should know about the ethnic minorities who live within their community.

Sensitivity

There is need for a tutor of ESL to be sensitive to what a student is facing. The best way might be to have lived in another country without knowing the language of that country. Some tutors may have come as immigrants and *do* know some of the very real problems, frustrations, and dreams of these newcomers. But most of us have not had this experience and must try to gain empathy by reading, observing, and studying our students and by being aware of both verbal and nonverbal interactions between an American tutor and a non-English speaking student.

Verbal language is indeed an important part of total communication, but nonverbal language may make up the larger part of the communication process.

Often we tend to assume that someone who does not speak our language does not know much about the social life of our country. In contrast, we may assume that someone who speaks our language also knows and understands our customs. In order to help a student, it is important for the tutor to know some of the cultural systems in America as well as techniques for teaching the language. The little things are too often taken for granted, and these must also be shared with your student.

For example, in the United States, when you are invited for dinner, you can arrive five or ten minutes later than the time set, never an hour late and never early.

Sometimes a woman may offer her hand when being introduced but sometimes she will simply nod and say, "How do you do?", or merely say, "Hi", on meeting someone. Men more generally greet with a handshake. Teenagers greet each other more casually. Your student will need to know how to recognize the occasion for each behavior. Much will depend on the relative social status of each person, on age, sex, or on the circumstances of the moment. Try practicing with your student in a role-playing situation.

Knowing the customs of your student's country will help you find contrasts with customs in our own country. One set of behaviors is not better than the other, just different. A person is likely to be more comfortable and more easily accepted if the customs of the adopted country are known, and you can help identify these cultural differences.

Creativity

To be creative in teaching English as a second language may be difficult or optimistic until the tutor has a knowledge of basic techniques. But once an individual feels comfortable with basics, the next step toward creativity is easier. Then all techniques can be adapted for individual needs and individualized instructions. This book encourages tutor creativity. Individualized lessons are most effective when the tutor uses the basic techniques as a springboard to creative endeavor. You are urged to use your own imagination as your confidence in your teaching skills increases.

Responsibility

Success stories are stimulating, but not all students are equally successful. Some are highly motivated to learn English, others easily retreat into their native language. Be prepared to face some problems and do not be overly critical in judging yourself. Here are some of the problems you may encounter:

1. *Your student does not show up for the first meeting.*

The student may well be frightened, so arrange another contact. Be sure the time and place are understood. If your student understands some English, describe yourself ("I'll be wearing a red coat," or "I'll be carrying a briefcase.") This will help your student to recognize you.

2. *Your student does not show up regularly.*

Be patient up to a point. Realize that many people from other countries have not been accustomed to schedules. Adhering to a time table may be a new and difficult experience. In some cultures it is polite to come from fifteen minutes to an hour after the time set. After two or three absences without calls, a tutor should check with the sponsoring group, asking for advice and help. This group should be in a position to recommend a "resource person" with whom you might consult.

3. *Your student's progress is slower than you anticipated.*

As a tutor you have a responsibility to help your student become independent as quickly as possible. Yet, you must be realistic. To set goals too high above a person's potential, and to expect endless hours of study when there are home responsibilities and a full-time job, may delay independence.

You may be easily discouraged if you measure your student's progress by your own standards. Patience and praise for small successes will do much to encourage a slow student to try harder. If, after a reasonable length of time, you feel little or no progress is being made, consult your Literacy Volunteer adviser, Literacy Volunteer supervisor, or sponsoring group. It may be best to terminate the tutor-student relationship if either of you are truly dissatisfied. There may be problems which require efforts and abilities which exceed those of the present situation.

4. *Your student has difficulty understanding American customs and accepting the American way.*

Some adults are satisfied to stay within their cultural community. It may take considerable diplomacy to confirm your student's heritage and also create a bridge into the new community.

Be aware of possible differences between your student's former culture and the new one to which adjustment is being made, and look for opportunities as you patiently help the newcomer to learn the ways of the new community.

5. *Your student brings many home problems to the lesson, leaving very little time for study.*

Your primary purpose is education. You want to help your student learn to understand and speak English and later to read and write it. Be a warm and understanding friend, listening when necessary to personal problems without assuming a counseling role. However, the tutor can best help the student with serious problems by recommending specialists or agencies which can provide professional help.

Commitment

A good volunteer tutor makes a real commitment to the job. The work will result in influencing at least one person's life. A teaching commitment requires:

1. *Training* (mastering techniques for teaching English as a second language.)

2. *Dedication* to teach at least one student for two one-hour sessions (minimum time) each week for a year, not including sickness, vacations and emergencies of either tutor or student.

Getting to know *one* person from another country, with different customs and with a different native language, helps expand each person's awareness of the great variety of human experience. The *one* person you meet represents that country and its customs to you. *You* may be the only native American your student gets well acquainted with and accordingly you represent a "typical American" to your student. Quite a challenge for both of you.

CHAPTER 4

Testing (A Guide to the Tutor)

Background Information . . . Explanation of Test Levels
Directions for Administering ESL Placement Tests . . . Pre-Test . . . Post-Test
Teaching Plans Indicated by Test Results

Background Information

Before you start teaching, you should have some information on your student's background. This should include the information of Page 16.

Explanation of Test Levels

As with all teaching, you do not want to start too far above or below your student's level of ability. First, determine whether your student speaks and understands no English, is fairly independent in the use of English, or is somewhere in between.

On Page 17 is a simple Individual Placement Test which can be given before teaching is started. It will help you determine whether your student understands or speaks English. The results will place the student into one of four levels which will help you plan instruction.

Level I tests the student's ability to understand and respond to simply constructed questions which are spoken. Little oral production is required.

Level II tests both listening comprehension and oral production of simple short statements.

Level III indicates the student is capable of production of simple discourse in English.

Level IV is achieved when the student understands ordinary discourse (for example, a radio talk show) and can orally produce compound and complex sentences with reasonable correctness.

The ESL Post-Test, on Page 18, can be given to the student after six months or a year of tutoring.

Directions for Administering ESL Placement Tests

1. Prior to testing, obtain background information on the student: address, phone number, age, marital status, native country, etc. This should be recorded.
2. Administer the test in a room where you are alone with the student.
3. Read each question to the student, recording the appropriate response.
4. No interpretation or helpful gestures should be used.
5. Questions should be asked in natural speech. Questions may be repeated once. (After scoring, you may explain the meaning of the question.)
6. The student should answer in English if possible. A correct answer can be given in standard English or poor English. Standard English is concerned with structurally correct language, not with pronunciation. An answer in the student's native language is incorrect for our purposes. We are testing the student's ability to understand and respond in *English*.
7. As the tester, listen carefully to the student's responses. It is your responsibility to listen carefully and to be sensitive to the student's comprehension and responses.

I SPEAK ENGLISH

Literacy Volunteers of America, Inc.

STUDENT BACKGROUND

Name _____ Address _____

Sex _____ Age _____

Country _____ Arrived in the U.S. _____

Language(s):

Speaking _____

Reading and Writing _____

Family _____

Education _____

Profession or Job _____

Interests _____

Reasons for wanting instructions in English _____

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Literacy Volunteers of America, Inc.

INFORMAL ESL (ENGLISH AS A SECOND LANGUAGE) PLACEMENT TEST

PRE-TEST

(This test has been adapted from that conceived and written by Ms. Alice Perlman, Supervisor of Instruction, Title III, Adult Basic Education Program, New York City Board of Education)

☐ **ESL Level 0** ☐ **ESL Level I** ☐ **ESL Level II** ☐ **ESL Level III** ☐ **ESL Level IV**

Student's Name _____ **Date** _____

Tester's Name _____

This is a test for those with little or no ability to speak or understand English. It is meant to be a guide for the tutor rather than a formal test of ability.

ESL Level 0 If the student is unable to understand or respond in English, or answers only one or two questions in Level I (in standard or poor English), the ESL Level is 0.

ESL Level I If the student answers three to five Level I questions correctly (in standard or poor English), the ESL Level is at least Level I. Continue testing with Level II questions to determine possible higher level ability. If the student answers two or fewer Level I questions correctly (in standard or poor English), the ESL Level is 0.

Questions:	**Correct Answer (Standard English)**	**Correct Answer (Poor English)**	**Incorrect Answer**
1. Hello! What's your name?	_____	_____	_____
2. What's your address?	_____	_____	_____
3. What country are you from?	_____	_____	_____
4. Are you working now?	_____	_____	_____
5. What month of the year is this?	_____	_____	_____

(Number of correct answers in Level I _____)

ESL Level II If the student answers three to five Level II questions correctly (in standard or poor English), the ESL Level is at least Level II. Continue testing with Levels III and IV questions to determine possible higher level ability. If the student answers two or fewer Level II questions correctly (in standard or poor English), the ESL Level is I.

Questions:	**Correct Answer (Standard English)**	**Correct Answer (Poor English)**	**Incorrect Answer**
1. How many years did you go to school in (native country)?	_____	_____	_____
2. Did you ever study English before?	_____	_____	_____
3. How do you (or your husband or children) get to work (or school)?	_____	_____	_____
4. If you can't meet with your tutor for a lesson what could you do? (or) If you have a headache, what would you do?	_____	_____	_____
5. (If your student is employed) What kind of work do you do? (If your student is not in the labor market) What do you like to do for fun?	_____	_____	_____

(Number of correct answers in Level II _____)

ESL Levels III and IV Encourage your student to answer in at least three sentences. If the answers are too brief, you can suggest, "Tell me more." If the student cannot give a three-sentence answer for any of the following questions the ESL Level is II. If the student gets one correct answer (three-sentences), the ESL Level is III. If the student gets two or more correct answers (three sentences each), the ESL Level is IV.

Questions:	**Correct Answer (Standard English)**	**Correct Answer (Poor English)**	**Incorrect Answer**
1. Why did you move to (present location)?	_____	_____	_____
2. How do you think studying English will help you?	_____	_____	_____
3. Tell me how you celebrate (one of student's native holidays, or a birthday)?	_____	_____	_____

(Number of correct answers in Levels III and IV _____)

(This page can be duplicated for easy use.)

I SPEAK ENGLISH

Literacy Volunteers of America, Inc.

INFORMAL ESL (ENGLISH AS A SECOND LANGUAGE) PLACEMENT TEST

POST-TEST

☐ ESL Level I ☐ ESL Level II ☐ ESL Level III ☐ ESL Level IV

Student's Name_____ **Date**_____

Tester's Name_____

This is a post-test to measure the speaking and comprehension ability of the ESL student after teaching. It is meant to be a guide for the tutor rather than a formal test of ability.

ESL Level I If the student answers three to five Level I questions correctly (in standard or poor English), the ESL Level is at least I. Continue testing with Level II questions to determine possible higher level ability. It is assumed that a student can answer at least three Level I questions correctly (in standard or poor English) after tutoring.

	Correct Answer (Standard English)	Correct Answer (Poor English)	Incorrect Answer
Questions:			
1. What's your husband's (son's, mother's) name?	_____	_____	_____
2. Where does (he, she) (work, go to school, live)?	_____	_____	_____
3. Do you have a brother or sister?	_____	_____	_____
4. How long have you been in this country?	_____	_____	_____
5. What day is it today?	_____	_____	_____

(Number of correct answers in Level I _____)

ESL Level II If your student answers three to five Level II questions correctly (in standard or poor English), the ESL Level is at least II. Continue testing with Level III and IV questions to determine possible higher level ability. If the student answers two or fewer Level II questions correctly (in standard or poor English), the ESL Level is I.

	Correct Answer (Standard English)	Correct Answer (Poor English)	Incorrect Answer
Questions:			
1. How did you travel to this country?	_____	_____	_____
2. How long have you been studying English?	_____	_____	_____
3. Do you speak any other languages besides (native language)?	_____	_____	_____
4. What's your favorite TV show?	_____	_____	_____
5. If you cut your finger, what would you do?	_____	_____	_____

(Number of correct answers in Level II _____)

ESL Levels III and IV Encourage your student to answer in at least three sentences. If the answers are too brief, you can suggest, "Tell me more." If the student cannot give a three-sentence answer for any of the following questions, the ESL Level is II. If the student gets one correct answer (three sentences), the ESL Level is III. If the student gets two or more correct answers, (three sentences each), the ESL Level is IV.

	Correct Answer (Standard English)	Correct Answer (Poor English)	Incorrect Answer
Questions:			
1. When you first came to this country, what would have made your first weeks in (location) easier?	_____	_____	_____
2. Tell me how you celebrate one of your native holidays, or a birthday?	_____	_____	_____
3. What have you liked about living in (present location)?	_____	_____	_____

(Number of correct answers in Levels III and IV _____)

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(This page can be duplicated for easy use.)

Teaching Plans Indicated By Test Results

As you interpret the results of the test, adopt your plans for teaching, according to the following charts:

	Conversation (Listening and Speaking)	Reading as Reinforcement	Independent Reading and Writing
Levels 0-1	X		
Level II	X	X	
Levels III-IV	X	X	X

Levels 0-1 — Work only on conversational English, the listening and speaking skills, as directed in this book.

Level II — Work mainly on conversational English (listening and speaking skills). However, you can reinforce words the student has heard, understood, and spoken, by showing the student those words in print. We suggest *only* those words heard, understood, and spoken be seen in writing or in print.

Levels III and IV — Adapt the conversational techniques to the student's individual needs. More help will probably be needed in pronunciation, listening with understanding to practical, and possibly technical, English (radio broadcasts, lectures, committee meetings, etc., where many voices are heard). Material that the student has heard, understood, and spoken can be readily introduced as reading material for reinforcement. Independent reading can be used as a basis for discussion.

Unless your student speaks excellent standard English with complete comprehension, you can assume your student wants and needs help in speaking and understanding. If the real needs are not *listening comprehension and conversation* (even though at an advanced level), but are *learning to read and write* English, you might want to refer that student to someone trained in teaching basic reading, or get some tools to help you teach basic reading.[1]

[1] *TUTOR (Techniques used in the Teaching of Reading)* by Ruth J. Colvin and Jane H. Root, Copyright © 1976, Literacy Volunteers of America, Inc.

CHAPTER 5

Getting Started

The First Session . . . Nonverbal Communication . . . Modeling the Spoken Language.

The First Session

The first session with your student is most important, as you are setting the climate for future meetings. Don't let your desire to be friendly make you too effusive.

Speaking distinctly, introduce yourself and say simply, "Hello, my name is ___," putting out your hand. If your student responds with "Hello," and gives his or her name, that's fine. If your student puts out a hand to join yours, and merely smiles, you could say, "What's your name?"

"What's your name?" That's the first question on the Test or Guide which was suggested in a previous chapter. Continue with the questions on the Placement Test. You will immediately have a general idea of what your student knows. If your student only smiles when you asked, "What's your name?" you know that the student probably doesn't understand one word of English and cannot even respond with his or her name. Start right there.

Point to the student and say, "Juana Lopez." Point to yourself and say, "John Doe" — or whatever. Repeat this procedure to make sure the student understands it. Then point to yourself and say, "My name is ___." Repeat this several times as clearly as you can. Then point to the student, mouth the words, "My name is ___," as she says them, adding her own name. In practice, this procedure is not confusing and an average student will catch on quickly.

However, if a student can answer all the questions in Levels I and II, it would be foolish to work long on simple introductions. You'd want to start at a more advanced level. Take your cue from your student. Even if the student answers some of the questions, remember that the knowledge of English is probably limited or your help would not have been solicited.

Often you won't know if your student can speak English at all, or if the ESL level will be I, II, III, or IV, so you will not be able to have a real lesson plan ready the first session.

However, you can bring your "bag of tricks" with you and give your student appropriate tasks geared to the level of ability the very first lesson. Bring:

1. *Information about your student:* name, address, phone number, country, etc.
2. *ESL Placement Test.* (Giving this as part of the first session should tell you quickly the speaking and comprehension level of the student.)
3. *Notebook and pen.*
4. *Objects for simple drill:* book, comb, purse, etc.
5. *Bilingual dictionary* (English and the language of your student)
6. *Survival kit* (see Chapter 6)
7. *Colored paper slips.*
8. *Calendar and watch* to make your next date.
9. *Pictures:* stick figure cards, pictures without words, photos of your family.
10. *National Geographic magazine* (or any other magazine) that has an article and pictures about your student's country.
11. *Your name and telephone number* (to leave with your student)

Your first session will be a "get acquainted" session. Your student will be looking you over, wondering how it will all work out. You will be assessing your student's abilities — weaknesses and strengths — and striving to build up the confidence you both need. Don't forget to give *your* name, address, and phone number to your student. As you make plans for your next meeting, be sure to write down the date and time. If your student cannot read this, surely a friend or family member can help.

A friendly "Hello" and "Good-by" in English can begin and end each session, but you might want to learn "Hello" and "Good-by" in your student's language. You would have a taste of a new language and would certainly put your student at ease, sharing a pride in that language, too.

Nonverbal Communication

There is nonverbal communication all around us. Sometimes we are conscious of it, but often we are not. For example, come with me into a restaurant. I want more coffee and have a hard time getting the waitress' eye. She finally sees me. I lift my empty coffee cup. She nods, and then gestures, as though pouring cream, raising her eyebrow, suggesting a question. I shake my head. No verbal communication, but we've communicated. The waitress brings me coffee without cream.

Gestures may have different connotations in different cultures. One can be totally unaware of such nonverbal communications as the raised eyebrow or cocking the head. You and your student, unconsciously, are sending communication signals. It is helpful to you, as a tutor, to become aware of such signals by knowing more about your student's culture and by helping your student understand the American ways.

Music is another form of non-verbal communication. Recognition of a tune can bring a light to one's eyes, even though the words and the setting may be foreign. In Russia recently, I was in a church where everything was different — the language, the setting, the service. However, in the middle of the service, the congregation sang a hymn, in Russian of course, but to a tune familiar to me. I sang along loudly in English, feeling we were communicating, certainly not in words but in music.

Many students from other countries are vaguely aware of some American customs such as the handshake instead of a bow as a greeting. Some of our common gestures include waving when departing, beckoning with a forefinger, putting a finger to our lips to ask for silence, smiling to show approval, frowning and shaking the head to show disapproval.

In order to test your own observance of nonverbal communications, watch a TV program, cutting off the sound. See if you can understand what is being said. Or, at a gathering or a party, stand back and observe the gestures of people without listening to their conversation. Watch how Americans use their hands and how close people stand to each other. Edward Hall, in his book *The Hidden Dimension*, says, "We are often unaware that distances between people in the American society are significant." He suggests that there is an intimate zone, where people talk together, standing 18 inches apart. If someone invades this private area, there is a tendency to back away. If you're further apart, there is a tendency to move closer. Mr. Hall goes on to say, "There is a personal zone where people are from 1½ to 4 feet apart, a social distance where they are 12 feet or more apart. This does not necessarily apply to other cultures."[1]

There are some very simple gestures that will be useful to you as you teach a non-English speaking person. Early in the teaching sessions, establish certain signals which convey definite instruction. These nonverbal signals may not be needed very long, especially if the tutor reinforces them with the verbal, "Listen," or "Repeat." You may find other gestures more comfortable for you.

1. *"Listen."*

You can indicate to your student that you want no speaking, only listening, by cupping your hand next to your ear, perhaps putting a finger to your lips, and saying, "Listen."

2. *"Repeat."*

When you want your student to repeat what you say, point to the student, using the charade gesture meaning, "Come on." (hand open, palm up, fingers gesturing toward yourself.)

3. *"Respond."*

If you want your student to respond or answer a question, open your hand, palm up, toward your student.

4. *Tutor responds.*

When you expect to respond yourself, point to yourself as you start talking.

5. *Speak together.*

When you want your student to say something with you, point one hand at yourself and gesture with the other hand toward your student, as in charades.

Modeling the Spoken Language

The student must hear and understand what is said in a normal tone and at normal speed. That which is said can then be repeated and the conversation has begun in English, though in a controlled way. Learning any language is largely a matter of imitation and practice.

A child learning to talk is constantly imitating and practicing. However, the adult who is learning

[1]From *The Hidden Dimension*, Copyright, ©1966, by Edward T. Hall. Reprinted by permission of Doubleday & Company, Inc.

a second language has one difficulty that the child does not have. The child has no inhibitions in practicing, but the adult, fearful of sounding foolish by mispronunciation, is much more reticent.

Certainly many of us have studied a foreign language at one time or another, but few of us are comfortable while speaking with a native. We may become self-conscious and tongue-tied, though we might be able to read the written language quite well. Under these circumstances a one-to-one situation may succeed where a group session may not. With rapport between student and tutor established, the student will be more likely to try the new sounds and combination of sounds than if required to do so before an entire class.

Because your student must understand English as it is spoken in the United States, your speech becomes a model to be followed. Here are a few *do*'s and *don'ts:*

1. *Don't over-articulate.* Words are often distorted (stō-er for *store*)
2. *Don't speak too slowly.* (The woo-man isss waa-lking dow-en the strēē-et.)
3. *Don't speak too loudly.* Your student has no hearing problem. *(THE WOMAN IS WALKING DOWN THE STREET.)*
4. *Be aware of correct intonation.* The meaning could be changed, for example, if the voice rises as in a question. (The woman is walking down the *street*?)
5. *Be aware of incorrect stress.* Avoid the use of unnatural emphasis on certain words. (The *woman* is *walking* down the *street.*)
6. *Above all, be natural.* "The woman is walking down the street."

It is most important that the spoken English your student hears is not distorted but represents the language to be heard in normal conversation. Most people your student hears will not over-articulate, except for emphasis, e.g., "I'm *starved!*" or "Watch *out!*" A student who becomes accustomed to over-articulation or to a speaking rate geared to the lowest level, will find it difficult to converse or to understand normal speech.

The major units of meaning in English are in phrases and sentences, not words. Therefore, use phrases and sentences as the basis for instruction.

Be careful to use natural English stress as you speak. For example, in a substitution drill, (see chapter on techniques), there is a tendency to stress the word being substituted in the sentence rather than the word that would naturally receive the greatest stress.

For example, in the sentence, "Here's a red book", the word *book* should receive the greatest stress.

When you want to substitute you may tend to say:

"Here's a black book."
"Here's a big book."
"Here's a new book."

The natural and correct way is to say:

"Here's a black book."
"Here's a big book."
"Here's a new book."

Model each sentence in a natural tone and with natural stress and intonation. What you stress, your student will stress. In the following sentences, if you stressed the pronoun, your student will do the same.

"I am hungry."
"You are hungry."
"He is hungry."

Is this a natural way of speaking? Will your student always hear English spoken this way when away from you? Usually we use a contraction, not a pronoun and a verb.

"I'm hungry."
"You're hungry."
"He's hungry."

Unnatural pitch or wording may interfere with communication. Proper intonation and pronunciation will come more or less naturally with oral practice and need not be drilled separately.

The voice of the native English speaker naturally rises slightly at the end of most questions, instead of dropping as it does in a statement.

"Will you go to the library with me?"

The rise of the voice provides an important cue that you are seeking an answer. If you slow down your speech and overemphasize stress and intonation, the words can become quite distorted.

Much meaning comes from intonation patterns that we learn through listening and not by rules and specific instruction. Therefore, when the student is learning the spoken language, he must hear the words, model them independently by speaking them, then listen again to gain the feedback needed for self-correction. Only then should you proceed to writing these words.

Tutors should not only speak in a normal tone and at normal speed, but should use expressions in normal use:

"How're you this morning?"

rather than,

"How are you this morning?"

It is a mistake for the tutor, in an effort to teach "correct" English, to avoid the use of contractions, or slang, or idioms, or to try to pronounce each word individually and distinctly. In everyday English, your student is more likely to hear, *I won't, she's going* and *he'll come back*, than to hear *I will not, she is going*, and *he will come back*. Eventually your student needs to know that *I'm* is a contraction of *I am*, but the shorter version will be more immediately useful in speaking.

Language should be real and pertinent; it should be real in the sense that it is the type of language people actually speak, not textbook English. It should be real in that the language relates to your student's interests. Work with the vocabulary and objects your student knows and is interested in.

Students are encouraged to repeat sentences with the speed, stress, and intonation of the tutor. If you have modeled a sentence or a structure, and if your student has shown recognition of what you have said and has repeated it, you will have facilitated both initial listening and speaking skills.

You can tape conversation for your student to use in independent study. Using well illustrated books as focal points, you can solicit and direct conversation in lessons to be repeated at home for more practice.

That first session can lead to a meaningful experience for both tutor and student, as you learn more about each other and develop skills in verbal communication.

CHAPTER 6

Survival Skills

Name, Address, Telephone Number . . . Alphabet (Letter Names) . . . Maps, Directions Numbers and Money . . . Time and Dates . . . Survival Kit

In order to "survive", in a language sense, it is necessary to understand and be able to speak certain words. Teaching these survival skills should be a part of every lesson plan, particularly for the student at Levels 0 and 1. It is strongly recommended that early in your teaching sessions, you check out your student's ability to handle these survival skills so that you know which ones need further development and practice.

Name, Address, and Telephone Number

Most ESL students know their names and addresses in English. Stress the importance of keeping a *written* copy of their name, address, and telephone number with them. Often Americans cannot understand the spoken language of a person just learning English because of a strong accent, and hence cannot give proper directions should the newcomer ask for them. Your help in modeling the student's name, address, and telephone number correctly, may help to avoid an embarrassing or frightening experience.

The telephone is considered a necessity by most people in America. However, it is much more difficult to converse on a telephone than to talk directly to a person since you cannot see face, eyes, or gestures of the speaker. If you have visited another country and speak little of the language of that country, you know what a frustrating experience talking on the telephone can be. How do you dial? What do you say to the operator? How do you ask for charges? For a person who speaks little English, telephoning in the United States is equally difficult. Many good lessons can be planned around the use of the telephone. It provides an excellent introduction to dialogue, for a telephone conversation is just that — a dialogue between two people. A toy telephone can be used, or you may want to make a cardboard phone dial. You and your student, back to back, can simulate a real telephone conversation, followed by actual telephone conversations at home as reinforcement.

Alphabet (Letter Names)

Even with those languages whose written characteristics are the same as English, the letter names are often pronounced differently. When someone cannot understand a name as spoken, the request usually is to, "Spell it." Thus, a knowledge of the letter names is essential.

Take some time in each lesson to pronounce the name of each letter, pointing to the letter and having your student repeat it. You might start with the names of the letters in your student's name, writing the letters in manuscript (printing) as you repeat the letter name.

L u p e R i v e r a

Continue until the student can:

1. Say the name of each letter as you point at random, and
2. Point to the correct letter as you say the letter name.

You might make small cards (3 by 5 cards quartered), putting individual letters on each one (both capital and small letters). Mix them up and make a game by having your student read letter names at random.

Maps, Directions

Many non-English speakers do not dare to venture from their homes. If they do not see or talk with people, they can be engulfed by the four walls. But fear of becoming lost when they cannot communicate is real — so it seems safer to stay indoors.

You can help your student feel more comfortable about venturing out alone by making a neighborhood map. It can be done very simply. Note the major points of interest or landmarks with pictures or stick figures, and print the names of major streets.

First, both of you might take a walk, following the map. The freedom and confidence a simple

individualized neighborhood map provides will broaden your student's day to day living.

Use the neighborhood map as a visual aid. Start with listening comprehension techniques:

"Point to the school."
"Point to the supermarket."

The next step will be teaching simple questions, asking directions in English:

"Where is the church?"
"Where is the library?"

Continue with practical responses in English:

"It's straight ahead."
"Go left two blocks."
"Go right one block and then left one block."
"Hang a left."
"Turn right at the light."
"You can't miss it."

Venturing alone on a bus can be a big undertaking. If it is appropriate, go with your student for the first time, pointing out landmarks.

Make a simple map, noting the number of blocks and where the bus turns. If your student feels inadequate in asking the bus driver for help, write a note to be carried along or teach these instructions:

"Please tell me when the bus gets to Main and Elm streets."

While traveling outside the home base, your student may want to stop for a cup of coffee, or for lunch or dinner. But this is impossible without the language!

Perhaps you have been in another country and, as you sat in a restaurant, felt frustrated because you couldn't read or communicate in the language of that country. You may have pointed to what someone else was eating, and indicated that you'd have the same thing. The food may be adequate but you'd prefer to ask for your choice from the menu.

Lessons using menus, supplemented with pictures of the food items involved, will be most appreciated by your student.

Numbers and Money[1]

Numbers are important in everyday life. Think how often they're needed:

telephone numbers
house numbers
prices
weights and sizes

Numbers must be *exact*. Mispronunciation of a word, or poor grammar can be tolerated, but a wrong number isn't permitted. When discussing prices, even knowing where to put the word *dollars* is important. *Two hundred fifty dollars* is very different from *two dollars and fifty cents*.

How would you say these numbers?

1776 — You probably said, *Seventeen seventy-six* because you assume it's a date, but it could be *one seven, seven six*.

437-8381 — *Four three seven eight three eight one* — because you assume it's a telephone number. But it could be *four hundred thirty seven dash eight thousand three hundred eighty one*.

$3.50 — *Three dollars and fifty cents* or *three fifty* or *three and a half*. All mean the same thing.

1249 — *Twelve forty-nine* or *one thousand two hundred forty nine*.

6.2 — *Six point two* or *six and two tenths*.

1/10 — *One tenth*.

Imagine how confusing it must be to a student to learn that we say the same number in many ways.

Your student must not only be able to "say" the numbers, knowing which numbers are meant (*seventy nine* is *79* and *ninety seven* is *97*), but the student must also recognize them when someone else speaks them. If *seventeen nine (179)* is heard when you say *seventy-nine (79)*, there will probably be many problems when shopping.

[1]Adapted from ideas presented at the TESOL Conference, Los Angeles, California, March, 1975.

First, give your student a list of the first ten numbers, pointing to each number as you give the name. Point to *1* and say, *"One."* Have your student repeat the name twice. Then, on to *2, 3... 10.* At the end of ten numbers, review. When you're sure the student knows the names of these numbers, point to them at random, asking for the names of the numbers. This is a bit more difficult, and you may find your student counting silently *(1-2-3-4-5-6)* to get *seven.*

Then increase the difficulty. Say a number and have the student point to it. Usually, it's much more difficult to "hear" and identify a number than to recognize the number and say its name.

Reverse the roles. Have the student say a number and you point to it. Sometimes one number will be called for, but another will be intended. Perhaps the student will say *eighteen (18)* and mean *eighty (80).* That will make quite a difference if it refers to a price or an address!

Continue through the teens. Then — *20, 30, 40, 50,* etc. will come easier. Teach the different ways of saying prices. *$2.98* is *two dollars and ninety eight cents,* or *two ninety-eight,* for short. Reverse the process and have the student give you prices. Write down the figures that your student dictates. Was that what was intended?

Then pretend you're the store clerk. Have your student ask the price of something and you give the price. Have the student listen, and write down the numbers heard. When you said, *"Nineteen ninety,"* your student may have heard *$90.90.*

Each teaching session could include five to ten minutes on numbers. Review and repetition give the confidence needed.

Continue with more advanced work in numbers by supplying information and requesting an answer:

"How many windows are there in the room?"
"How many days are in a year?"
"How many pages are in this book?"
"Turn to Page 362."

If a student can add, divide, and multiply in his own language, provide simple mathematical problems.

"Please add this column of figures:

74
26
19"

"Multiply these numbers:

427
x 42"

The student is learning to "think" the numbers in English, too.

Most countries use the metric system and the USA is gradually changing over to this system. But until the metric system is universal, your student will have to know our system of measurements, too: an inch, a foot, a yard, etc.

One way to help your student when shopping would be to prepare a written list of his or her sizes as known in the United States, e.g.:

suit — size 36 regular
shirt — 15-32
underwear — 34-36 (medium)
socks — size 12
shoes — size 10B
dress — size 16
stockings — size 10
slip — size 38
shoes — size 7½B
underwear — size 7

Times and Dates

Americans are usually very punctual. Our activities are governed by the clock. If a bus is scheduled to leave at 10:42, it doesn't mean "about" that time. If you have a dental appointment at 9:30 a.m., you'd better be there a few minutes early. So, telling time is important.

You can use a real clock or make one out of cardboard. Start with the hours.

1:00 — *one o'clock*
2:00 — *two o'clock,* etc.

Then,

1:30 — *one thirty*
2:30 — *two thirty,* etc.

Follow this by:

1:15 — *one fifteen,* or *fifteen after one,* or

quarter past one. (Be consistent by using only one form at the beginning, giving alternates later.)

Realize, too, that as much as we Americans go rigidly "by the clock", there are other times when special information is needed.

Air flight time of 1:30 p.m. means you should arrive at the airport at least one half hour early.

A clinic appointment at 2:30 p.m. means you should arrive a few minutes early.

A job — 9 a.m. to 5 p.m. — means exactly that. Be ready to start at nine and work until five.

An invitation to a reception or a cocktail party "from 6-8" means you arrive sometime after six and leave at any time before eight.

Guests are not expected to arrive before the stated time.

The calendar is a useful tool. Pronounce the months of the year and the days of the week as you point to them on the calendar. You might want to provide your student with a calendar, writing down the days of your lessons, as well as other important information.

Your student may or may not be able to say the names of the months or the days of the week. Model them and have the student repeat. But also be sure your student can *hear* and *understand* them. You could say, "Tuesday," and ask the student to point on the calendar to the appropriate column.

One student couldn't understand why his fellow workers laughed when he said he'd be back on *thirsty*. He said, with a question in his eyes, "Sunday, Monday, Tuesday, Wednesday, Thirsty?" Gently the tutor explained the difference between *thirsty* and *Thursday*. But they do sound very much alike, don't they?

Survival Kit

The tutor should carry a "Survival Kit" to lessons. Include in the kit:

1. *Student's name, address, telephone number*
2. *Alphabet* — letter cards
3. *Number cards*
4. *Price tags*
5. *Money* — U.S. coins and "play" bills
6. *Neighborhood map*
7. *Student sizes*
8. *Cardboard clock*
9. *Calendar*
10. *Menu*

These materials should prove helpful when you feel the need for a change of pace in an actual lesson. It can help you survive a rough place in the lesson, and it also provides survival information for your student.

CHAPTER 7

Basic Techniques

Listening and Understanding
(Commands, Teaching a Listening Skill, Comprehension Checks)
Speaking
(Substitution Drill, Response Drill, Transformation Drills, Positive to Negative Statements, Statements to Questions, Combining Two Sentences into One, Restating a Sentence, Backward Buildup, Dialogue)

In this chapter, our attention will be focused on the listening-speaking skills. Since language is a system, learners must be shown *through example* what the system is. Learning the basic patterns or structure of the language, i.e. the forms and arrangements of words, is primary. Acquisition of vocabulary is a secondary but vital goal.

Therefore, the techniques presented in this book will suggest ways for teaching both structure and vocabulary, which together convey the message of the speaker or the author.

The methods should remain flexible. They are yours to adapt . . . combine . . . modify . . . enjoy! Learning a new language can be a difficult process but it doesn't have to be dreary as well. If you find teaching your student a happy challenge, this attitude will be contagious.

Listening and Understanding

Many of you have visited countries where English is not the native language, and you do not know the language spoken there. You're frustrated if you cannot understand what is being said all around you.

When visiting the Soviet Union and Turkey recently, I was not interested in learning to read or write, but I found not knowing the spoken language was not only frustrating, but also limiting as to what I could do and where I could go. Even if I had memorized the words to ask a question, it would have been impossible for me to understand the answer. Non-English speakers in America are similarly limited because they cannot understand our spoken language.

Listening and understanding are the first skills a student must have in a new language. The student must hear and understand, and this can be accomplished before the person can speak a word of the new language.

The emphasis at the beginning, perhaps for several lessons, should be on listening comprehension, with your student responding in actions. This can be done by a physical response fron your student — no oral response in English or in a native language is necessary. The responses are in the actions of the student. By appropriate performance, you can know if there is understanding. This is a very important part of your teaching.

Commands

For a beginning ESL student, start simply. Use a command, directing the student to action. At first, use simple commands, demonstrating as you speak. "Stand up." Repeat the command and gesture to your student to stand up. "Sit down." Again, demonstrate and suggest the desired response. Then, "Walk," "Stop," and "Turn around." The tutor walks, stops and turns around to demonstrate.

Then perhaps you can go on to such commands as, "Point to . . ." and "Touch . . .". Combine these directions with *door, table, window, floor,* or designate parts of the body to identify, such as *nose, fingers, head,* and *ears.* A simple command could be, "Point to the door," or "Point to your finger." Continue with such commands as "Close . . .", "Pick up . . .", and combine these with *book, pen, door, window,* or anything else available

Use colored paper for practice with colors.

"Point to the red paper."
"Point to the yellow paper."
"Point to the green paper."

Crayons are an excellent teaching tool, for the student can use them to reinforce the learning.

Use one structure at a time, changing only one word.

"Point to the book."
"Point to the table."

Varying the structure and the new vocabulary at

the same time would be confusing to the beginning student. Use a variety of commands only if your student is more advanced.

"Point to the table."
"Pick up the yellow pencil."

Much work and practice will be needed on listening skills. Use a variety of materials so that practice doesn't become boring to your student. Directions and new words are presented orally, not in written form, as you practice listening skills. Your notes or lesson plans are, of course, written, but these are for *your use* only.

COMMANDS **Directing Your Student to Action**	
Stand up. Sit down. Walk.	Turn around. Stop.
Point to	the door. the table.
Touch	the window. the floor. the book. the pen. parts of the body: your nose. your finger. your hand. your head.
Pick up	the book. the red book. the black book. the green book.

Teaching a Listening Skill

Another very practical and easy way to teach listening skills is by using slips of colored paper.[1] From the very first lesson your student will hear complete English sentences and can react to them in such a way as to demonstrate an understanding of what is heard. You will be teaching simple sentences and you can add new vocabulary as quickly or as slowly as is necessary for your student.

Materials required:

1. *Slips of colored paper* (blue, red, yellow, etc.), sizes 1″ x 6″, 1″ x 5″, and 1″ x 3″ for each color.
2. *Stick drawings* for *him* and *her*.

The vocabulary used will be controlled and limited to the following words in specific lessons:

Lesson 1. *The, paper, blue, red, I, take, put, on, table, a*
Lesson 2. *Give, me, point, to, black, yellow pick, up*
Lesson 3. *Touch, it, him, her, one, two, three*
Lesson 4. *White, green, put, down*
Lesson 5. *On, under, between,* (more colors)
Lesson 6. *Big, bigger, biggest, small, smaller, smallest*
Lesson 7. *Next, to, here, there*
Lesson 8. *Right, left, hand, quickly, slowly*
Lesson 9. Other useful words

For the first lesson, use three blue and three red slips of paper. The new vocabulary will include only basic words that go along with your actions.

Your student doesn't see these words in writing but hears them as you say them when you demonstrate with the pieces of paper. At first your student may try to repeat what you say. Discourage this by gesturing that the student should listen only.

Pick up any slip of paper and say, "Paper," at a normal speed. Repeat this with each piece of paper. Repetition gives confidence in understanding what you have said.

Then pick up a blue piece of paper (any size) and say, "Blue paper," repeating for each blue piece of paper. Repeat this action with a piece of red paper.

Pick up a blue piece of paper and say, "I take the blue paper." Put it down and say, "I put the blue paper on the table." Repeat this to be sure your student understands. And repeat it with the red paper.

When you feel that your student understands what you have said as you demonstrated, push the six pieces of paper to the student's side of the table and tell the student, "Take a paper." If your student doesn't understand, you can help by motioning to the student to take the paper, or even taking his or her hand and helping. Be sensitive to the fact that in some cultures, touching is resented.

Then reach out to receive the paper and say, "Give me the paper." If there is no understanding, take the paper and continue:

"Pick up the blue paper."
"Give me the blue paper."
"Pick up the red paper."
"Give me the red paper."

Continue manipulating these patterns until you are sure your student understands all the words. Your student may be concentrating so hard on following directions that the colors become confusing. Be patient. Go only as fast as is comfortable. Reassure the student with verbal praise and a warm smile.

This is an excellent icebreaker for a student who can speak no English at all. Confidence can be

Adapted from Caleb Gattegno *The Silent Way: Teaching Foreign Languages in Schools*, Copyright © 1963, 1972, by Caleb Gattegno, published by Educational Solutions, Inc., New York, N.Y.

built up quickly because of active response rather than passive listening.

But what about the advanced student? Include listening with active responses as part of your lesson with this student, too. You might want to continue with more advanced commands such as "Throw," "Draw," or "Count." You can combine these with nouns in such sentences as:

"Draw a square."
"Count to one hundred."

Just remember you must be sure your student not only understands the verb *draw* but also the noun that goes with it, for example, "Draw a *circle*," or "Draw a *square*." The student may not know the word *circle* or *square* in English. Point, draw, use pictures or charades to make your meaning clear. You may find it easier to follow the command first yourself to show what is expected.

The concept of size (*larger* or *smaller*), position, (*on, under, next to*), or distance (*two steps, across the room*), are taught first as listening skills.

Comprehension Checks

An important part of your job in teaching language skills to an ESL student is to assure comprehension of what you say. If you ask, "Do you understand?" a nod or even a response of, "Yes," does not guarantee comprehension. It is therefore necessary to find other ways to determine the degree of understanding. One way is to have student action follow a direction.

"Pick up the pencil."

If the student picks up the pencil, there is understanding.

"Open the window and tell me what you did."

If your student not only opens the window but says:

"I opened the window."

you know there is both understanding and ability to respond in English. If the response is:

"I open . . ."

you model the correct response:

"I opened the window,"

gesturing for the student to repeat the entire sentence.

How you state a question often determines what kind of response you get. There are questions where a, "Yes," or "No," response is appropriate.

"Is the door closed?"
"Is the book blue?"

Other questions can be phrased to allow for alternate answers.

"Is the door open or closed?"
"Is the book red or blue?"

Still other questions demand more explanation — the *wh* questions (who, which, where, what, and when) and the *how* questions require that the student state a fact.

"Who is President of the United States?"
"When was the Constitution of the United States written?"

Some questions require descriptive answers.

"How is corn grown?"

Phrasing a question another way invites a comparative statement.

"What is the difference between the climate in in your country and the climate here?"

Advanced students can be asked more problem questions, demanding greater knowledge and requiring more inference:

"If you were to go to the moon, what would you expect to find?"

The tutor varies the level of difficulty of the questions in accordance with the ability of the individual student.

In addition to asking questions, the following technique will be useful in determining the

student's command of listening comprehension.

The tutor and the student sit back to back. The tutor gives an instruction, such as:

"Put the pencil on the left side of the book."
"Put the cup on top of the book."

Both the tutor and the student follow the instructions. Then both turn around to compare what they have done. It's fun to do the same things together. Too, it presents a good check on simple comprehension.

A part of every lesson should include work on listening skills. Some students can read and write English well, but they need special help in the listening skills. Have the student listen as you read aloud and respond in an informal way as you ask questions and solicit discussion.

Telephone conversations call for listening skills. There are no gestures, no eyes to help communication. The ears alone must do the work. Occasional telephone calls give excellent training. There is a special need for enunciating clearly on the phone. (One of the Spanish-speaking students kept hearing *all of you* as *I love you.* You can imagine the complications this might evoke.)

During a tutoring session, you can often sense that your student doesn't understand a word you have said — sometimes by a quizzical look, a cocking of the head, or raised eyebrows. If you have a bilingual dictionary available, look up the word. If your student reads in his own language, show him the comparable word in his language. A smile of comprehension shows that the problem has been resolved.

Even the graduate student at the university who speaks English fairly well and reads and writes English very well, may not be able to understand a radio broadcast or a lecture in English. You could suggest that a lecture or broadcast be taped. It can then be played back and reviewed again and again, as often as necessary. You could suggest that both you and your student listen to the same radio or TV news broadcast and discuss it at a lesson together. By giving your student an opportunity to review what was heard, you have helped develop the thinking skills needed for effective listening now and effective reading later.

Remember that many ESL students can both speak and read words in English that they do not understand, so be careful not to assume comprehension simply because the words were pronounced correctly. Pictures, actions, and basic question patterns can help ascertain whether or not your student really understands the meaning of both the spoken and written language.

COMPREHENSION CHECKS

1. Action to follow directions.
2. Questions.
3. Bilingual dictionary.
4. Back-to-back session with common directions.

Speaking

Early in my experimenting with teaching English as a second language, I decided that it might be practical to have a two-way program: each participant of the team of two having an opportunity to be student and tutor. I would be the main tutor to someone who wanted to learn to speak English, and I would teach during our first hour together. My students, who happened to speak only Spanish, might want to teach me to speak Spanish in our second hour together.

Our one rule was that in the first hour, only English could be spoken, while in the second hour, only Spanish could be spoken. In the beginning, that hour in each language was just too much — we didn't know enough vocabulary. So it was adjusted to one-half hour for each language, expanding as we progressed.

I had had some training in basic drills and techniques and tried to explain to both Francisca and Hilda (my Spanish speaking students) that they should follow in Spanish my lessons to them in English.

We certainly enjoyed the lessons and became good friends, laughing at our mistakes and rejoicing in our successes. We soon found out, to my dismay, that each of them was progressing faster in English than I was in Spanish. Their pronunciation was better and their memories longer. Their progress did much for their morale and they tried individually to praise and encourage me.

I am sure much of their success and my failure was due to the fact that they were faster learners than I was. But I tried to be realistic. Living in a community where English is spoken all around you helps give one a "feel" for the language. My students got this "feel" but I heard no Spanish except at the few half-hour lessons I had each week. Learning a new language is much easier when one is living in a setting where that language is spoken all around. Even a beginner can occasionally hear some words which are recognized. At the very least, there is opportunity to practice such simple words as *yes, no, hello,* and *good-by.*

I realized more than ever how important it was to use established techniques — and how important repetition was. I used substitution drills early in our lessons, using articles in our teaching room:

"It's a book."
"It's a chair."
"It's a desk."
"It's a window."

repeating and repeating until my students had the pattern and the vocabulary. Then the questions:

"What's this?"
"It's a book."
"What's this?"
"It's a chair."

I was pleased with their progress and they had gained confidence.

But what was happening during the second half of the lessons when I was supposedly learning Spanish? I had lost most of my confidence. Even though I studied diligently at home, I found I had trouble remembering the vocabulary and had to resort to Spanish books. I wasn't speaking naturally, but I was translating according to written words I tried to remember.

My two individual Spanish tutors tried to use the substitution drill with me, but they had no training. They didn't fully understand the technique of changing only one word within the pattern each time. Our lessons in Spanish would go something like this (except in Spanish, of course):

"This is a book."
"That, over there, is a chair."
"Here is a desk."
"That's a window."

I'd repeat each sentence (I'm a good mimic), and each individual tutor was delighted. Because I had repeated the statement, my tutor thought I knew it. I felt the need for repetition and tried to repeat the statements, but my tutor was so pleased with me that she wanted me to go on. Because the second sentence, telling me it was "a chair" was not in exactly the same pattern, I had trouble knowing which word was *chair* and I couldn't possibly remember each entire sentence. When my Spanish tutor went back to ask, "What is this?" pointing to a book, my mind was a complete blank. Needless to say, the experience was frustrating to all of us. That's when we decided to concentrate only on English. I'd have to learn my Spanish later or elsewhere.

So, there is a real need to know and practice these simple but effective drills. They are designed to help in teaching the speaking skills, which closely follow the listening skills.

Use sentences, rather than isolated words, speaking as you would talk normally. Americans often use contractions and the student must understand and use them. You wouldn't say:

"Here is a book"
"It is a book."

You would say,

"Here's a book."
"It's a book."

Using such expressions, as your student will hear them in normal circumstances, will be a preparation for the understanding of spoken English when you are not around.

Substitution Drill

The substitution drill is really quite simple. You merely substitute one word for another in the same sentence. Be sure your student understands what you say. Start with sentences about objects in the room, or pictures, or use action verbs that can be demonstrated. Pointing to an object, you could say (gesturing for the student to repeat),

"It's a chair."
"It's a pencil."
"It's a book."

You do this drill so that your student gets intensive practice with a single grammatical structure. Don't be misled into thinking your student can say these sentences independently just because they are repeated easily. Repeat this same sentence several times. Repetition builds confidence and assures later success.

You can reinforce the student's answer by repeating after the student.

T—"It's a book."
S—"It's a book."
T—"It's a book."
T—"It's a pencil."
S—"It's a pencil."
T—"It's a pencil."

A word of caution when using the substitution drill! As you substitute a new word in a sentence, there is a tendency to overemphasize that word. Your student, using you as a model, will do the same thing. You might be using pictures to demonstrate:

"The man's running."
"The woman's running."

In a normal conversation, you wouldn't stress *man* or *woman*. Therefore, as you substitute words in a structure, be careful to talk with natural stress and intonation.

"The man's running."
"The woman's running."

If you are using action verbs, be sure the action follows the sentence. Be sure both you and your

student are seated as you say, "I'm sitting." Stand up and gesture for the student to stand, as you say "I'm standing." Start walking, and encourage the student to walk, as you say, "I'm walking."

Once a student has learned even a simple speech pattern, show how it can be used again and again by simply substituting just one word.

I'm	eating. reading. carrying.	
You're	carrying	the book.
They're	carrying	the books.
He's	reading	a story.
She's	reading	a good story.
I'm	eating	my lunch.

You can make this simple substitution drill more complex by changing two words instead of one, keeping the structure the same:

"It's a green pencil."
"It's a red book."

This same substitution drill can be used for a more advanced student by first giving the structure:

"The family is going to the movies." (Show an appropriate picture.)

and then give only the word to be substituted, e.g. *supermarket, ball game, library*. The drill will go like this:

T — "The family is going to the movies."
S — "The family is going to the movies."
T — ". . . supermarket."
S — "The family is going to the supermarket."
T — ". . . library."
S — "The family is going to the library."
T — ". . . ball game."
S — "The family is going to the ball game."

You can add to the complexity by varying the word you give for substitution. The student must be very alert because he will never know where the next substitution will be.

T — "The family is going to the movies."
S — "The family is going to the movies."
T — ". . . girl."
S — "The girl is going to the movies."
T — ". . . walking."
S — "The girl is walking to the movies."
T — ". . . bus."
S — "The girl is walking to the bus."

Substitution Drill

Substitute one word in a sentence, with an appropriate action for comprehension.

Simple Drill

"It's a book."
"It's a chair."

"I'm sitting."
"You're sitting."

Complex Drill

After giving a basic sentence, give only the cue word for substitution.

T — "Mary is walking to school."
S — "Mary is walking to school."
T — ". . . running"
S — "Mary is running to school."
T — ". . . work"
S — "Mary is running to work."

Response Drill

An early step toward getting your student to be independent is to work on *response drills*. Through the previous substitution drill, you have already taught the student the answers needed to questions. Through repetition, the student will begin to sense a pattern of the questions.

Before you ask a question, model the answer yourself first and have your student listen. Have the student repeat it until you are satisfied with the response. Then ask the questions and use a hand signal soliciting the answer practiced. If the student starts to repeat the question instead of giving the answer, model the answer again.

For the beginning student, actions or pictures must supplement the drill.

You must be certain before you ask the question that your student has the information needed for the answer. You are not quizzing for facts! You are giving repeated practice in understanding and responding to common questions. Thus, your procedure should always be to model and teach the answer first, having the student repeat, and then ask the question.

T — "I'm walking around the table."
S — "I'm walking around the table."
T — "What are you doing?"
S — "I'm walking around the table."

Eventually you will reverse the positions. Have the student ask the question and you answer.

S — "What are you doing?"
T — "I'm walking around the table."

Be careful not to ask questions beyond your student's comprehension. Change only one part of the question or one part of the sentence at a time. Build on words already known and help your student learn to say words or sentences used in ordinary conversation.

For example, you can teach, "I'm studying English." When your student can say that with fairly good pronunciation and normal intonation, and you are sure it is understood, ask the question, "What are you studying?" Then practice the reverse as the student asks the question and you give the answer.

When you have taught a basic structure such as:

"I'm going to the library,"

you can vary it easily. The question would be:

"Where are you going?"

You could stimulate various responses by showing different pictures:

"I'm going to the library."
"I'm going to the post office."
"I'm going to the supermarket."

Response drill could include an imaginary visit to the supermarket to shop for vegetables. You could give several answers first — with your student repeating after you. Pointing to pictures, say:

T — "Lettuce is 59¢ a head."
S — "Lettuce is 59¢ a head."
T — "Cauliflower is 62¢ a head."
S — "Cauliflower is 62¢ a head."
T — "Cabbage is 15¢ a pound."
S — "Cabbage is 15¢ a pound."

Then the questions:

T — "How much is lettuce?"
S — "Lettuce is 59¢ a head."
T — "How much is cauliflower?"
S — "Cauliflower is 62¢ a head."
T — "How much is cabbage?"
S — "Cabbage is 15¢ a pound."

Another time the two of you can actually act out a response drill. Be sure the action corresponds to the sentence.

T — "I'm sitting at the table."
S — "I'm sitting at the table."
T — "What are you doing?"
S — "I'm sitting at the table."

T — "I'm reading a magazine."
S — "I'm reading a magazine."
T — "What are you doing?"
S — "I'm reading a magazine."

Early in the teaching sequence you may want to help a homemaker student become familiar with the names of various types of appliances or pieces of furniture in her home. You can use stick pictures or actual pictures, as you use the response drill.

As your student advances, use pictures to elicit a variety of responses. You won't have to model the response. It will come naturally, depending on the picture, the vocabulary, and the student's experience.

T — "What's this man doing?"
S — "He's fishing."
T — "What's this man doing?"
S — "He's walking.
T — "What's this man doing?"
S — "He's running."

Pictures often give your student a wide range of answers. As you ask the question, "What's the girl doing?" you might expect the answer, "The girl's sitting", but your student might say, "The girl's smiling", or "The girl's playing." The student is able to use the acquired vocabulary independently. That's growth.

RESPONSE DRILL

1. Answer modeled by tutor.

   "I'm eating an apple."

2. Answer repeated by the student, until learned.

   "I'm eating an apple."

3. Question given by tutor.

   "What are you doing?"

4. Response given by student.

   "I'm eating an apple."

Transformation Drills

In the transformation drill, the student is taught to:

1. Change positive statements into negative statements, and conversely, negative statements into positive statements.
2. Change statements to questions.
3. Combine two sentences into one.
4. Restate a sentence.

Positive to Negative Statements

Prepare the student for changing a positive statement into a negative one by having both the positive and the negative sentences repeated after you. Pictures or quickly drawn stick figures insure comprehension.

T — "The man is happy."
S — "The man is happy."

Shake you head as you say,

T — "The man is not happy."
S — "The man is not happy."

After the student has had sufficient practice with both the positive and negative sentences and perceives the pattern, continue with a more complex transformation drill, supplying the cue word *not*.

T — "The man is happy."
S — "The man is happy."
T — "not . . ."
S — "The man is not happy."
T — "This box is small."
S — "This box is small."
T — "not . . ."
S — "This box is not small."

TRANSFORMATION DRILL

Positive to Negative

1. Tutor models, holding pen.	T — "This is a pen."
2. Student repeats.	S — "This is a pen."
3. Tutor models, holding a book, shaking head.	T — "This is not a pen."
4. Student repeats.	S — "This is not a pen."

For More Advanced Students:

1. Tutor models, showing picture of a bus.	T — "This is a bus."
2. Student repeats.	S — "This is a bus."
3. Tutor shows picture of a motorcycle and gives the cue word *not*.	T — "not . . ."
4. Student gives negative statement.	S — "This is not a bus."

Changing Statements to Questions

Asking questions is frequently a difficult pattern to master, but it is important for a new speaker of English to learn. When changing statements to questions, you can cue the student by holding up a card with a question mark on it. You may have to teach the ? symbol if it is not known, but most students know a question mark.

Model the sentence, having your student repeat it. Then restate it in a question form as you hold up a card showing a question mark:

T — "Harry is going to work."
S — "Harry is going to work."
T — (Holding ? cue card) "Is Harry going to work?"
S — "Is Harry going to work?"

Model at least four sentences in this way. On the fifth, you might try giving the statement, "Marie is reading a book," holding up the question mark, and cueing the student with, "Is . . . ?" The student would respond, "Is Marie reading a book?" On the sixth, model the statement and simply hold up the question mark.

TRANSFORMATION DRILL

Statement to Question

1. Tutor models.	T — "This is a window."
2. Student repeats.	S — "This is a window."
3. Tutor models, holding up ? cue card.	T — "Is this a window?"
4. Student repeats.	S — "Is this a window?"

For More Advanced Student:

1. Tutor models.	T — "This is a door."
2. Tutor holds up ? cue card.	
3. Student restates in question form.	S — "Is this a door?"

Combining Two Sentences into One

In the same way you can help your student combine two sentences into one. Begin with the student repeating after you.

T — "Jane is tall. Jane is slim."
S — "Jane is tall. Jane is slim."

Gesture with your hands, suggesting combining the sentence as you say:

T — "Jane is tall and slim."
S — "Jane is tall and slim."

After some repetition, your student will get the idea and will respond immediately as you gesture by bringing your hands close together.

T — "The car is big. The car is expensive."
S — "The car is big and expensive."

TRANSFORMATION DRILL

Combining Two Sentences into One

1. Tutor says.	T — "The coffee is hot." "The coffee is strong."
2. Student repeats.	S — "The coffee is hot." "The coffee is strong."
3. Tutor gestures to combine them and says.	T — "The coffee is hot and strong."
4. Student repeats.	S — "The coffee is hot and strong."
For More Advanced Student	
1. Tutor models, gesturing to combine.	T — "The coffee is hot." "The coffee is strong."
2. Student says.	S — "The coffee is hot and strong."

Restating a Sentence

For a more advanced student, the Restatement Drill is helpful. Merely direct your student to start a sentence in a different form, such as:

T — "Tell me that you are going to the library."
S — "I'm going to the library."
T — "Ask me where I went on my vacation."
S — "Where did you go on your vacation?"

This is an effective way of encouraging your student to talk, without repeating what you say verbatim.

The technique of giving only a cue word can be profitably used with advanced students to introduce and reinforce the more difficult features of English grammar, such as verb tenses, etc.

The basic structure is:

"Today I'm having lunch with a friend."

Cue word — *yesterday:*

"Yesterday I had lunch with a friend."

Cue word — *tomorrow:*

"Tomorrow I will have lunch with a friend."

For a more advanced student, restatement drills are equally important.

T — "Last week I saw an accident and got a call today to be a witness."
S — "You saw an accident last week and today you were asked to be a witness."

The student must retain in his memory the original sentence and create a new one, not merely repeat the original sentence. It must be paraphrased.

TRANSFORMATION DRILL

Restatement

T — "They told me to report to the employment office again in two weeks, and not forget to bring my birth certificate with me."
S — "They told you to come back to the employment office in two weeks and to bring your birth certificate with you."

Introduce any new type of drill very simply and repeat it until your student understands the concept and sees the pattern. Repetition may seem dull to you, but to your student it builds confidence and gives much needed practice. It's a long road between saying something once and having it come out naturally in a conversation.

Backward Buildup

Often a sentence is just too long for a student to repeat it correctly the first time. Usually, there is no problem at the beginning, but trouble starts near the end. Backward buildup provides practice in repeating long sentences.

In the following sentence, "We're going to the library to get books for the lesson", the student repeats the first two phrases correctly, stumbles over the third, and can't remember the fourth.

#1	#2
"We're going/ (ok)	to the library/ (ok)
#3	#4
to get books/ (problem)	for the lesson. (problem)

First, divide the sentence into phrases:

"We're going/ to the library/
to get books/ for the lesson."

Start on the *last* phrase, proceeding forward from there.

T — ". . . for the lesson."
S — ". . . for the lesson."
T — ". . . to get books for the lesson."
S — ". . . to get books for the lesson."
T — ". . . to the library to get books for the lesson."
S — ". . . to the library to get books for the lesson."
T — "We're going to the library to get books for the lesson."
S — "We're going to the library to get books for the lesson."

When using the backward buildup technique, this is what happens. There is a *repetition of the phrases* that caused the problem.

#4	#4 (problem phrase) is repeated four times.
#3-#4	#3 (semi-problem phrase) is repeated three times.
#2-#3-#4	#2 (ok phrase) is repeated twice.
#1-#2-#3-#4	#1 (ok phrase) is repeated once.

Let's assume you tried to teach this sentence from the front — a "frontward" buildup. There is this *repetition of phrases:*

#1	#1 (ok phrase) is repeated four times.
#1-#2	#2 (ok phrase) is repeated three times.
#1-#2-#3	#3 (semi-problem phrase) is repeated two times.
#1-#2-#3-#4	#4 (problem phrase) is repeated one time.

The two problem phrases are practiced by the student three or four times using the backward buildup technique. However, when you use the "frontward" buildup technique, the phrases that caused no trouble are repeated three and four times, while the problem phrases are repeated only once or twice.

Because *you* can speak and understand English, these sentences gave you no trouble. If you were trying to say them in a foreign language, the story would probably be different.

To get a "feel" for your student in this situation, try the following technique with a friend, using numbers. Use three numbers to equal one English phrase. Although your student had four English phrases, to make it easier, give only three "phrases" of numbers to your friend. Say the entire sentence (three sets of number phrases) at a normal speed.

"425-346-291"

Your friend will probably get "425-346 . . ." (If your friend is *very* bright, he may get all three number phrases. If so, try it with four sets of numbers.) Whether three or four sets of numbers are used, this illustrates the difficulty which often faces ESL students.

The backward buildup technique suggests drill on the problem area:

T — "291"
S — "291"
T — "346-291"
S — "346-291"
T — "425-346-291"
S — "425-346-291"

You can use the backward buildup technique with basic students who have trouble with short sentences.

T — "Let's look at the fire truck."
S — "Let's look at . . ."
T — ". . . at the fire truck."
S — ". . . at the fire truck."
T — "Let's look at the fire truck."
S — "Let's look at the fire truck."

This technique is especially helpful as your student repeats longer and longer sentences.

BACKWARD BUILDUP

If your ESL student has trouble repeating a complete sentence as modeled by the tutor, start the drill by using the *last* phrase of the sentence.

He went/ to work/ at six o'clock/ on Tuesday morning./

T — ". . . on Tuesday morning."
S — ". . . on Tuesday morning."
T — ". . . at six o'clock on Tuesday morning."
S — ". . . at six o'clock on Tuesday morning."
T — ". . . to work at six o'clock on Tuesday morning."
S — ". . . to work at six o'clock on Tuesday morning."
T — "He went to work at six o'clock on Tuesday morning."
S — "He went to work at six o'clock on Tuesday morning."

Dialogue

An effective way to present and practice the patterns and structures of English is to present them

in dialogue rather than in isolation. You can incorporate all the techniques presented — substitution drill, response drill, transformation drills, and backward buildup.

A dialogue is a conversational exchange between two people taken from an ESL text or one which you have prepared yourself. You will teach your student to memorize this dialogue through repetition and response drills. Even at a basic level, dialogues can somewhat resemble brief real-life conversations. Speak as you would speak normally. However, keep the sentences simple and limited to four lines at first. Talk with normal speed and rhythm. Speak clearly but not too loudly.

1 — "Will you have a cup of coffee?"

2 — "Yes, thank you."

3 — "Sugar and cream?"

4 — "No, I take mine black."

First, say the entire dialogue, having your student listen. Perform any activities or use any objects or pictures to give meaning. By sitting in opposite chairs or by turning the head one way for each person, the tutor indicates she or he is one person for lines *1* and *3*, and another person for lines *2* and *4*.

Say the first sentence, asking your student to repeat it several times until you're sure it can be said with fairly good pronunciation.

Then do the same with the second sentence. You say it, and have your student repeat is as often as necessary. Repeat this process for each sentence. You may have to repeat each line several times before your student is comfortable with it.

Now, repeat the entire dialogue and have your student listen. Go through the dialogue having your student say each line with you. Repeat this until your student has the dialogue memorized.

Next, use the dialogue as conversation! You give the first line. Your student responds with the second line. Do this line by line until the student can do it easily.

Then reverse the roles and have the student give the first line while you give the second line and so on through the dialogue.

When the pattern is learned, you can substitute words such as *tea* for *coffee* or adapt the dialogue in some other way, keeping the same general pattern.

1 — "Will you have a sandwich?"

2 — "Yes, thank you."

3 — "Lettuce and tomato, or ham and cheese?"

4 — "I'd like a ham and cheese on rye."

Here's a dialogue for a student who is more advanced. In working on this dialogue, you will probably use every technique. Because the sentences are longer, the backward buildup technique will be useful. Pictures of a refrigerator, cheese, meat and bread would be helpful. The tutor, gesturing for the student to listen, says the four exchanges chosen for the dialogue.

1 — "What's in the refrigerator? I'm hungry."

2 — "There's cheese, meat, and bread. Why don't you have a sandwich?"

3 — "Yes, that sounds good."

4 — "Why don't you make one for me, too?"

With every dialogue, go through all the steps that we've recommended. In this dialogue, perhaps the tutor would find the student couldn't repeat the first line. This presents a perfect spot for backward buildup.

T — "I'm hungry."
S — "I'm hungry."
T — "What's in the refrigerator? I'm hungry."
S — "What's in the refrigerator? I'm hungry."

It is very helpful to tape dialogue sessions for review at home. As the student repeats the sentences with the tape recorder, there is practice for the student in pronunciation as well as normal rhythm. The use of a tape recorder is an excellent way to teach idiomatic expressions which your student may encounter.

You can employ conversations from many imaginary situations that your student will actually use. What will your student say in the following situations?

1. An unexpected event prevents a lesson.
2. There's an emergency and a doctor must be called.
3. He or she is in a restaurant, and doesn't know how to order.
4. Directions aren't understood.

Write down the conversations used in dialogue so that the words will always be the same. Go through them often, *but don't have the student read or write them yet.* They are for conversation only.

Probably the most difficult thing for the tutor to realize is that there must be constant review and repetition. "Once over lightly" will not suffice! Remember, everything is new and much repetition is needed to build confidence as well as vocabulary.

Dialogues are worth all the effort of drill and practice. The fun comes when the two of you can use the device for real conversation. And it's reassuring indeed to your student to be able to understand and speak in a meaningful way.

It is important that your student speak and understand in planned conversations, but to have your student converse spontaneously and in real-life situations is your goal. Prepared dialogue can be an entrance into free dialogue or discussion.

An entertaining way to use dialogue is to take a sequence of cartoons and cut out the words.

Using the situation in the cartoon as the basis for a dialogue, you and your student decide what words you'd like the characters in the cartoon to say.

Role-playing, or situational learning, is an important tool, especially for the more advanced student. Set the stage for role-playing in a given situation. Perhaps your student will be visiting a school. You could pretend that you are the office receptionist, asking the appropriate questions. You might want to tape the entire dialogue and then play it back for both of you to review.

DIALOGUE

Dialogue is a conversational exchange between two people. Incorporate all the techniques as they are needed. Keep the dialogue simple at first and keep it to four lines.

Example

1 — "What's this?"

2 — "It's an apple."

3 — "Do you like apples?"

4 — "Yes, apples are good."

Steps for learning dialogue

1. Tutor says entire dialogue.
2. Tutor says first sentence.
   Student repeats first sentence.
3. Tutor says each sentence.
   Student repeats each sentence.
4. Tutor says entire dialogue.
   Student listens.
5. Tutor and student say together the entire dialogue.
6. Dialogue: Tutor
   Student
   Tutor
   Student
7. Reverse the roles.

CHAPTER 8

Teaching Tools

Visual Aids
(Real Objects, Pictures, Stick Figures, Actions)
Bilingual Dictionary . . . Texts and Workbooks . . . Real-Life Experiences . . . Games

Tools for teaching conversational English are endless. Included here are suggestions for using several.

Visual Aids

Visual aids are the best way to promote communication, giving your student the opportunity to associate words with actual objects, pictures or actions.

Real Objects.

The very best visual aids for building initial conversation are real objects such as may be found in your teaching room — table, chairs, window, pencil, book — whatever is available. Use all the objects in the room, using all techniques.

"It's a chair."
"How many windows are there?"
"Is the door open or closed?"
"What color is the sweater?"

Bring in real objects from home.

The more senses we employ, the more effective our teaching and learning. An actual orange has weight, fragrance, and color, and its name will be fixed in the student's mind through his senses of touch, sight, and smell. Use real objects whenever possible, but if you can't get real objects, use pictures.

Pictures[1]

It is often difficult to bring real life situations into your teaching session without the use of pictures. They are the best substitute for actual objects and actions.

In teaching new words, even in a simple substitution drill, pictures can reveal a meaning immediately, making comprehension easy. Some books are now available that have only pictures. These are invaluable as a basic tool for teaching conversational English. You can use these in teaching by all techniques, adapting them to any drills, using them to teach structure or vocabulary. They can be adapted to lessons for students of any ability.

Pictures from catalogues, magazines, newspapers, calendars, advertisements, maps, photographs, post cards — all can be especially useful for teaching conversational English. It is wise to collect these illustrations before the need arises for a particular picture. A library of pictures is a valuable aid. The time and effort spent in collecting a variety of pictures is most rewarding as you plan your lessons. Once you start thinking about pictures as teaching tools for your ESL student, collecting will become a disease, and you will become a "clip-to-maniac", clipping everything in sight.

It is suggested that you file your pictures by topic for ready reference, mounting pictures on heavy paper or cardboard.

You'll soon discover that pictures generally fall into two categories:

1. Those illustrating a single object or action.
2. Those depicting an entire situation.

Both of these types are valuable. As you start to collect pictures, you may find the following suggestions helpful.

1. Cut out everything which you believe you can use. You can always discard those pictures which you don't need, but it is hard to locate those you wished you had cut out.

2. Select pictures which illustrate a single object, place, individual, group of people, scene, or action. These will constitute the bulk of your file. Pictures should be as simple as possible.

3. Collect pictures which depict an entire situation and can be used as a topic for conversation. For example, a family washing its car on a Sunday afternoon. These pictures can be used with students at any level. Pictures included in the file which depict different emotions such as love, hate, anger, fatigue, and so forth, are very useful.

[1]Adapted from "The Picture File: Its Assembly and Use", unpublished manuscript, Page 2, by Ellen E. Ossoff.

4. Avoid using pictures which have printing on them. To a person who is unfamiliar with American culture and who knows little English, a labeled can of deodorant resembles labeled cans of other products: starch, hairspray, shaving cream, or furniture polish.

5. Although most of the pictures in your file will and should reflect American culture, try to include some which depict other lands and people. Your student will enjoy a conversation which is centered on a picture of a familiar object or scene.

6. Do not label the picture or write on the front of the picture. Write on the back. You might identify the subject matter (clothes — children's; or animals —cats) for filing purposes, or write notes for suggested use of the picture. Possible questions are always useful:

"What is the item on sale?"
"Where can you buy it?"
"Do you need it?"
"How much does it cost?"

7. Include pictures which illustrate contrasts, such as short-tall, big-small, happy-sad, wide-narrow, etc. Also, include pictures which illustrate concepts difficult to describe, e.g. above, under, between, up, down, or numbers and colors.

Using pictures of individual objects, you can start with the response drill and later ask simple questions which can be answered by the student independently:

T — "What's this?"
S — "It's a bicycle."
T — "What color is the bicycle?"

You can use these pictures to stimulate a response in almost any drill. They are most valuable in teaching dialogue where you want the student to supply substituted words.

T — "We need vegetables. What shall I get?"
S — "Carrots, tomatoes, and lettuce."
T — "Do we need any others?"
S — "Yes. Cabbage and potatoes."

Pictures illustrating *fruit* would be an ideal tool to help in substituting vocabulary, or *groceries* or *children's clothes*. The ideas are endless.

A conversation can be stimulated in many ways. Bring a map of the world, of your student's country, of the USA, of your particular state, and then perhaps of your city or town with actual streets indicated. You can share information as you look at each map, learning from your student as you find out about his or her country, and teaching more about this country. Your student might want to trace the route taken to get to some familiar place, meanwhile talking with you in English.

Items which are common to your student's life can act as stimuli for conversation: a watch, pieces of clothing, pots and pans, a transistor radio. There are endless questions to encourage conversation:

"What is it made of?"
"Where did it come from?"
"How long have you had it?"
"Have you ever had any problems with it?"

You can go a bit further and use pictures showing various situations. These pictures tell a story, such as a family eating dinner, a man and a boy fishing. These are invaluable aids to stimulating conversations. Depending on the ability of the student, you might ask these questions:

"How many people are in the picture?"

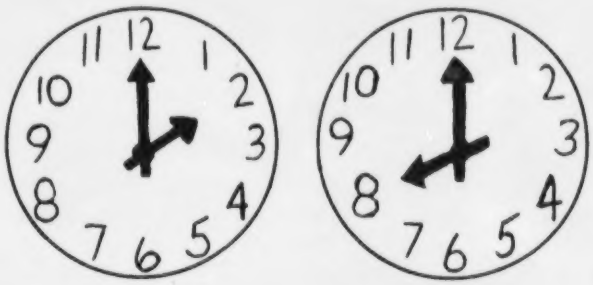
Or you might ask for an inference:

"Why do you think the boy is laughing?"

Pictures can open up not only areas of conversation but areas of real need. If your student is contemplating buying a car or a refrigerator, get out your pictures and discuss the features to look for, the prices and terms of payment, etc.

Such a conversation could lead into a discussion of credit buying and financing. Not knowing what to expect or how to ask questions, students who speak and understand little English are often talked into buying something which they don't really want, cannot afford, and do not really need. You could be doing a great service to your student if you include lessons of this type in your planning.

Stick Figures



You may sometimes want to draw a picture to help in teaching a word or an action or a concept that can't wait for a more artistic display. For example, if you are working on telling time and do not have a clock or picture, it is very easy to draw a clock and vary the hands.

You can make your own stick figures to illustrate a word or action. You need not be an artist to do this!

Why not give it a try?

head

head and body

head, body and legs

head, body, legs and arms

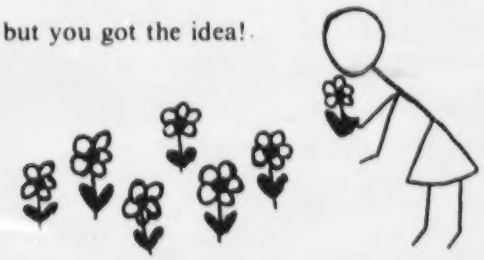
Male

Female

Now let's try to illustrate a sentence:

"The man is sitting and reading."

Simple, but you got the idea!



"The woman picked the flower from the garden."

Note that since the action being described is in the past tense, your drawing must show the action completed. It's fun, you'll both laugh, and you will have communicated.

If you are fortunate enough to have funds for extra material, there are commercially made stick figure cards that are excellent.

Actions

In learning a new language, it is very important that the conversation be related to *actions*. When you ask your student to open a window, have that student actually open a window in response. When a student is learning to use the future tense, telling you what he is going to do, is a real challenge.

S — "I'm going to open the window."

It is important that the window be opened. Associating actions and time (future) are important. You can quickly get past tense by asking, "What did you do?" The response, "I opened the window," demonstrated understanding of past tense.

Don't hesitate to demonstrate words and phrases like *shaking hands, eating, standing, laughing.* Remember, the more senses we use, the more information we receive and the better we are able to remember. When your student responds and carries out the physical activity associated with the language, learning is more likely to be retained.

Bilingual Dictionary[2]

One of the most frequently overlooked aids in the teaching of ESL is the bilingual or two-way dictionary. Although limited in its usefulness, the bilingual dictionary can prove to be an indispensable aid if it is used with forethought and moderation.

The bilingual dictionary should be an aid, not a crutch. Whenever possible the tutor should use actual objects and actions so that the student is encouraged to link the English word directly to the concept, avoiding translation as an intermediate step.

Abstract nouns such as *knowledge, beauty,* and *opportunity,* are quite difficult to explain by demonstration, pictures, simple definitions, or by just using the word in meaningful context. Here the bilingual dictionary might prove to be a very valuable aid. Use of the dictionary can also help the student learn such words as *alone, ago,* and *too.*

There are two basic approaches to using a bilingual dictionary. The method which you use will be determined primarily by the degree of literacy your student has in the native language and the system of writing used in that language (whether it has a non-Roman alphabet, etc.)

[2]Adapted from "The Bilingual Dictionary as an Aid to Teaching ESL", by Ellen E. Ossoff, © 1976

1. For students who can read and write in their native language, the tutor locates the English word in the English part of the dictionary and shows that word in the native language.

2. For students who cannot read and write in their native language, the tutor can try to actually pronounce the word in the student's language, relying on the phonic regularity of that language to communicate the desired word.

Bilingual dictionaries can be very helpful but caution is advised in their use. Be sure you have the right part of speech, and if more than one definition is given, look it up in the other part of the dictionary to see what other English meanings are given.

The point is illustrated in the following story:

> I was writing to my Spanish-speaking friend in Mexico. I wanted to begin the letter with the greeting which is traditional in our culture, "Dear Lupe."
>
> I looked up *dear* in the Spanish-English dictionary where I found the Spanish words *caro, cara.* Confidently I wrote:
>
> "Cara Lupe"
>
> It wasn't until months later that I learned that *cara* means costly or expensive, and thus *dear.*
>
> In writing back my Spanish friend used the correct word *querida.*

For most of the lesson, stick to spoken English. If you happen to know your student's language, occasionally it can be helpful to explain something in that language. Use the student's native language only when you cannot get an idea across in English. Not knowing the other language is not necessarily a handicap. Use a bilingual dictionary to identify the words you cannot explain.

Texts and Workbooks

A tutor should have long-range plans. A good ESL text can provide the sequence for your activities. Beyond the text, be as creative as you like but use the text as a guide to help organize your program of instruction. Be on the alert for those books that would be individually applicable to *your* student, choosing those that would appeal to a particular interest. Interweave lessons derived from the text with those which rely on tutor-created material.

Real-Life Experiences

Obviously, the use of available objects or pictures have conversational limits, so you will want to think about everyday situations that your student faces. With the use of a few props, you can act out ordinary situations with your student.

To get started, put yourself in your student's place. What does your student need to say in English? Where does the student go to use English? Think of the following situations, and then add your own, as occasions that demand the use of practical English:

1. Shopping in various kinds of stores.
2. Ordering in a restaurant.
3. Asking directions
4. Telling a doctor about pain or illness.
5. Answering the telephone

To illustrate one such occasion, pretend your student is ordering lunch in a restaurant. Take turns being the waitress or the guest. At another time, play-act the asking of directions from a bus driver.

If a real telephone is not available, bring a toy telephone to your teaching session and actually give your student numbers to dial. A cardboard telephone dial is even more simple, but it still affords practice.

Lessons are easier if you have real materials as you use the language that is appropriate.

If you are teaching a lesson on how to start a savings account, bring deposit and withdrawal slips and possibly an actual savings account passbook.

A housewife will find statements and questions involving food items of immediate use. Although she may know some of the words, she may pronounce them incorrectly. Set up a demonstration with a few items and act out a grocery shopping situation.

Prepared dialogues in role-playing situations can prepare the student for real experiences. Spontaneous conversation is easier when you have identified specific topics of conversation. As your student progresses, you may wish to make trips to a store, to a restaurant, or to a park. A trip to the municipal market would be a fine learning experience. Your student would be given the opportunity to hear other voices speaking English beside yours, and yet you'd be there for support. Such a visit would provide many clues to the language needed for independence in every living.

The biggest problem the tutor encounters is getting the student to use English more often than during the time spent in lessons. Ingenuity in developing occasions to increase the amount and variety of English practice will speed the process of learning.

Games

Vary the drills to be practiced by using them in games. Bring a few props which will build interest and give meaning to new vocabulary. Create new games, using ideas from books or from your own experience, but be sure the activities are fun and

simple enough so that your student is relaxed. Here are a few suggestions.

Bring any object that might provide an interesting basis for conversation:

a handbag (handle, leather, mirror)
a sewing kit (needle, thread, scissors)
a box of cereal (box, cardboard)
an ashtray (glass, round)

Depending on the ability of your student, questions could include:

"What is it?"
"Can you name the parts?"
"What is it made of?"
"Where do you think it was made?"
"Describe it."

Ask your student to give the female or male counterpart for the following words:

boy — girl
man — woman
father — mother
son — daughter
niece — nephew
actor — actress
bull — cow
rooster — hen
groom — bride
brother — sister
men — women
waiter — waitress

Or you might ask for the plural:

boy — boys
girl — girls
man — men
woman — women

You can use the same idea with opposites:

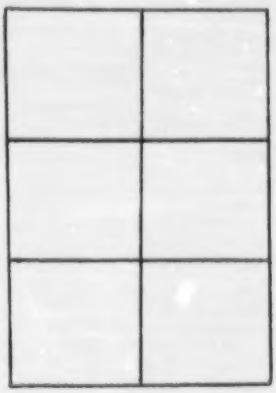
tall — short
slow — fast
top — bottom
old — young
big — small
fat — thin

Don't be surprised if the lesson doesn't go as planned. One student gave *second-hand* as the opposite of *new*! But games are fun to play and serve to quickly enlarge vocabulary.

Remember, do not include too many new words at one session, and review those learned at the last lesson before adding new ones.

Here is an activity that reinforces listening comprehension as well as enlarging vocabulary. Decide on a specific area for vocabulary building: items in a kitchen, plants in a garden, or parts of a car, for example.

If your student wants to know the vocabulary of kitchen items, make stick drawings of a table, a refrigerator, and a stove on small cards. Block off a large sheet of paper as follows:



Ask the student to put the refrigerator in the upper-left-hand corner of the paper, the stove in the lower-right-hand corner, the table in front of the stove, etc. (Naturally, you will make sure your student knows the meaning of *upper-left-hand, corner,* etc.)

A most useful activity for ESL students is that of identifying the kinds of things you can buy at certain types of stores:

"What do you buy at a . . .
shoe store?
bakery?
post office?
jewelry store?"

"What can you buy at a drug store that you *cannot* buy at any other store?"

Students usually learn to say the colors correctly very soon. After your student is familiar with the English words for colors, use them in real situations:

"The traffic lights have ___ , ___ , and ___ lights."

"Nurses wear ___ uniforms."

"The colors of our flag are ___, ___, and ___."

"A blinking ___ light means proceed with caution, or go slowly."

Following is a communication game that two people can play. Place stick figures or objects in front of the players. Player A describes one of the objects or one of the pictures. Player B tries to identify the article or the pictures described. The only restrictions are that the person describing the object must use English, and the identifier must listen and identify the object in English.

There are many books describing games and activities to use with your student. Include one game near the end of the lesson. Learning can be more fun!

Remember that in dealing with ESL students, hard and fast rules rarely apply. There are as many second language student types are there are clouds in the sky. No two will fit into the same mold, and you will want to adapt even your games to your own particular student.

CHAPTER 9

Language Skills

Sentence Structure . . . Word Order . . . Questions . . . Everyday Conversational Phrases Enlarging Vocabulary . . . Student Word List . . . Idioms . . . Pronunciation . . . Minimal Pairs Stress . . . Reading and Writing . . . Comprehension

Sentence Structure

When thinking of the structure of the English language, most of us do not analyze *why* we say something in a certain way. We say it the way we do because it sounds right. For example, we wouldn't say,

"I to work go"

but rather,

"I go to work."

We wouldn't say,

"This pencil not is sharp."

or,

"This pencil not sharp is"

We'd say,

"This pencil is not sharp."

Perhaps we can't always tell what grammatical rules are being followed when we speak "standard English" but as long as we speak it, does it really matter? Your aim as a tutor will be to teach the standard usage so that your student will get the feel for the accepted form of spoken English.

Accepted grammar will then sound right to your student and confusing rules about language and grammar can be avoided. Often, you as a tutor, will want to know *why* something is said in a certain way, but avoid talking about the rules of grammar to your student. Instead, teach correct usage by practicing with properly structured phrases and sentences.

Word Order

In teaching sentence structure, you must be aware that proper word order is essential for accurate communication and that the same words can convey a totally different meaning when their order in a sentence is changed. For example, every speaker of English knows that although identical vocabulary is used in these two sentences, they describe two totally different experiences:

"The dog bit the man."
"The man bit the dog."

Word order is therefore an essential element of accurate communication. You will teach English word order by having your student associate word order with meaning.

If you are working with a beginning student, teach a basic structure, i.e., a subject, a form of the verb *to be*, a preposition, and an object. Use sentences you can illustrate.

"The book is on the table."
"The book is on the chair."
"The book is on the floor."

A teacher should limit the introduction of structures to one new structure in any individual lesson, working on that until it is mastered. Because your student will be repeating your sentence, the grammar will be correct.

Be sure that you say things in the form commonly used:

"What's your name?"

rather than,

"What is your name?"

Encourage your student to answer in sentences rather than with single words.

Questions
Everyday Conversational Phrases

As your student progresses, make a list of important questions and everyday conversational phrases in English that might be needed. Making such a list is practical and stresses structure as well:

"What time is it?"
"Where is the bus stop?"
"Where is the shopping center?"
"Why are you late?"

Your student will soon recognize different sentence patterns.

If, in responding, your student uses the wrong word order, or adds a word in his native tongue or leaves a word out, what can you do? If your student says,

"He going to es school."

don't be bothered much by *es school.* Grammatically *es* parallels the English structure where we would use the word *the.* However, it *is* important that part of the verb was omitted, an essential part of the sentence.

You might want to use the contraction as a basis for a short drill

"He's going to school."
"I'm going to school."
"She's going to school."
"Where is she going?"
"She's going to school."

Using pictures as a guide, you can substitute other words and create other structures.

"Where is she going tomorrow?"
"She's going to the library."
"Where is he going tonight?"
"He's going to the movies."

You are working for sentence structure and word order familiar to the ear, not grammatical rules stored in the brain, as you teach conversational English. Stress those concepts which follow regular patterns:

tall, taller, tallest
big, bigger, biggest

Maybe your student will come up with logical answers that will make you chuckle:

cold, colder, below zero
bad, worse, rotten

Advanced students working on verbs can produce words that invite revealing conversation or the need for important information. This is the teachable moment.

die, dead, funeral
fail, failed, bankrupt

Enlarging Vocabulary

In order to participate in and understand English conversations, your student will need an ever-expanding vocabulary. Instead of having the student memorize vocabulary lists, provide for the introduction of new words within a known structure. Substitute new words in sentences and patterns you are working on. Be sure your student understands their meanings by using actions, objects, pictures, or the bilingual dictionary. For example, instead of teaching the following words in isolation, you could point to appropriate pictures and put the words in sentences:

coat
hat
shirt
tie

"He's wearing a coat."
"He's wearing a hat."
"He's wearing a shirt."
"He's wearing a tie."

As the student speaks, new words are being added and used correctly in context. This is much more effective than having the student repeat word lists.

Student Word List

You might record the student's spoken vocabulary by using a word list. It is generally agreed that if a new word is retained on three separate days, the word is known. Mark the words your student uses in this fashion:

✓ = word said correctly without having heard it modeled (from picture, action, etc.)
✓✓ = word said correctly at two lessons.
✓✓✓ = student knows the word.

refrigerator ✓
stove ✓✓
table ✓✓✓
chair ✓✓✓

When the student can use the new vocabulary words in his own sentences, you can be assured there is growth toward independent speech.

When teaching new vocabulary, it is helpful to teach words in groupings.

1. Words associated with particular situations, such as *doctor, clinic,* and *medicine.*
2. Words illustrated by pictures or objects at hand, such as *table, chair, purse, door.*
3. Words that are related, such as *act, acting,* and *actor.*

Illustrate the new word in a sentence rather than defining it. Meaning will come by associating the new word with known English words, e.g.:

"The first act of the play usually begins the plot."
"Acting is a fine profession if you have talent."
"The actor who has the leading part is the star."

or

"The Constitution is the highest law of the land."
"It is lawful to drive within the speed limits."
"A lawless mob can do much harm."

Idioms

An idiom is a succession of words whose meaning is not obvious through knowledge of the individual meanings of the constituent words but must be learned as a whole, e.g. *give way, in order to, be hard put to it.*[1]

When Dr. Juan Flavier was trying to know the people of the Philippines better, so that he could teach them, he found that it was just as important to know their idioms as to know their language.

One day a farmer asked if he wanted "kisses honey." He declined because he wasn't sure what was meant. His colleague accepted, and the farmer opened an old biscuit tin. It contained shredded tobacco and cigarette paper. Then the meaning became clearer. The farmer put some tobacco on the rectangular paper, rolled it expertly, and licked the edge to keep it in place. Hence, the "kisses honey" — a hand-rolled cigarette.[2]

Our idioms are just as difficult and just as confusing for the person new to this country. Yet they are accepted as part of everyday speech. They cannot be translated directly, and their meaning is not always easy to explain.

"He's broke."
"Give me a ring."
"My new car was a real steal."
"I'll drop you a line."

It is suggested that they be taught as a drill, substituting another word or words to give the meaning.

"He's broke."
"He has no money."
"He's broke."

Provide several sample sentences so that your student can understand the meaning of the expression and become comfortable with it. There are several good books on idioms alone. Refer to them for helpful ideas.

Pronunciation

New tutors of oral language skills are often overly concerned about correcting the student's pronunciation of English words. Pronunciation problems can be ignored at first, unless the student cannot be understood. If a student pronounces a word incorrectly, give the correct pronunciation, asking for it to be repeated. Then use the word correctly in a sentence. If, after several tries, the student still has difficulty with certain sounds, don't belabor the point, but try to determine which sounds are causing the trouble.

Remember, before your student can make a correct sound, the sound must be heard and recognized when contrasted with similar sounds. The sequence of learning requires that the sound be *heard* distinctly, then *identified* (so attention can be focused on the sound to be learned), then *produced* correctly. This sequence must be practiced repeatedly.

Often because a student doesn't have a particular English sound in his native language, there is difficulty even hearing it, much less saying it.

It is usually helpful to show your student how to form the sound instead of just asking for an imitation. For example, if your student cannot make the *th* sound, suggest putting the tongue between the teeth. Demonstrate the method by making the sound yourself, or use a mirror so that the student can *see* the mouth's shape and the tongue's position.

Adults often have great difficulty with the very small muscular movements of speech when these movements are not contained in their native language. The gutteral sounds in German, the nasal sounds in French, and the clicks of some African languages, are examples of sounds that the English language does not have. Some of the sounds in English are difficult for many non-English speaking students to produce.

You might want to keep a list of words regularly mispronounced. Don't let the student see the spelling of a word until that word can be pro-

[1]From *Oxford Advanced Learners Dictionary of Current English,* A.S. Hornby, Oxford University Press, London, 1974.
[2]From *Doctor of the Barrios* by Juan Flavier, New Day Publishers of the Christian Literature Society, Quezon City, Republic of the Philippines.

nounced. You probably will soon note a pattern of pronunciation problems.

Don't expect your student to overcome a foreign accent easily or completely. Articulation in another language is a most difficult skill for most adults to acquire, and many accents have a special charm.

However, it is important to hear and to be able to reproduce sounds correctly. "I spik Inglis" can become "I speak English" with practice.

Many words have an entirely different meaning when only one sound is changed. *Sin* is much different in meaning from *seen, tin* from *teen, fill* from *feel.* When communication is distorted by mispronunciation, it is important for the student to understand that the result of the distortion is often a change of meaning.

The Spanish-speaking person will often have difficulty with the English *v*. Those from other language backgrounds have trouble with the *th* sound. One student said *bocketbook* for *pocketbook*. He needed help in differentiating between the sound of *p* and *b* which have only slight muscular differences.

Minimal Pairs

You might use minimal pairs to show the importance of correct vowel or consonant sounds in English. Minimal pairs are two words which differ in only one sound, e.g., *seat, sat; bet, pet.* Select a group of word pairs that provide examples of the same contract, e.g., for *p* and *b*.

pill-bill
pat-bat
pin-bin
pail-bail
pun-bun

At first tell your student not to vocalize these sounds. Suggest only listening, trying to identify the *p* and *b* sounds. Your student could raise one finger when he hears the *p* sound and two fingers when he hears the *b* sound, or you might write *p* and *b* having him point to the appropriate letter.

The next step is helping your student to *produce* the sound. Have the student repeat after you:

T	S
pill	pill
bill	bill
pat	pat
bat	bat
pin	pin
bin	bin

Sometimes certain words will sound alike to your student:

vest	best
moon	noon
soup	soap
letter	ladder
pepper	paper

This is how you might help with the words *letter* and *ladder.*

Repeat the word *letter* as you point to a letter of the alphabet or a piece of correspondence, asking your student to repeat the word *letter.*

Say the word *ladder* as you point to a picture of a ladder. Put the words in sentences, asking the student to repeat:

"I wrote a letter to my friend."
"He climbed the ladder to fix the roof."

Students get practice both from hearing and saying the sounds in contrast and also from associating each word with an object that might help fix it is his mind. You know your student has differentiated between the two words when both words are used correctly in a sentence.

Stress

In addition to the sounds words contain, pronunciation is affected by stress, which we commonly call the accented syllable or syllables. Our comprehension of spoken English is largely dependent on the rhythm, intonation, and stress we hear. These areas are often difficult for the student to master. Providing correct models will help.

Listening to TV, radio, and to native Americans talking, will help your student get the "feel" or the "melody" of this new language. Here is where a tape recorder is most helpful since the student can take it home to use in repeated practice.

It takes much more than word-knowledge to communicate effectively as Nila Magidoff discovered. She arrived in the USA from the Soviet Union and was asked to give a speech for the Russian War Relief organization. Her English was limited, but she optimistically said she would do it if they would give her two weeks. Two weeks? That seemed impossible — but she decided she could do it by writing down 50 words every day and learning them phonetically. Every day she learned 50 more words and every night she prepared a new list of 50 words. To help improve her pronunciation, she went to the movies, studied poetry, etc. She had not engaged a teacher because she felt she could move ahead faster on her own. She felt that if she knew the words, people would understand what she said, even though there would be grammatical errors.

The big day arrived, and she gave the speech. She felt certain that her efforts had proven effective.

What a disappointment it was when one man took her hand and said, "Thank you so much. I didn't understand a word you said, but it was all so beautiful."[1]

Nila Magidoff learned that the meanings we wish to communicate require not only words, but correct order and stress patterns as well.

Reading and Writing

It is best to delay instruction in reading in any language until students can effectively communicate orally, if both speaking and reading are desired. If a student cannot read or write in his own language, or if his language does not use the Roman alphabet, reading and writing will be much more difficult and he or she will need much special help. However, if your student reads and writes using the Roman alphabet, you can use these skills to reinforce the listening and speaking skills.

After a student has heard a sentence or a conversation, or a passage, and has practiced saying it with good pronunciation, you can provide a copy of the same material to read and write. If your student understands and can say,

"It's a book."

you might show him this same sentence in print, having him read it. If the student can write, have him copy it. Substitution drills can be used in reading and writing, too.

"It's a table."
"It's a chair."

As you begin reading and writing, use and adapt a variety of techniques, including:

Language experience
Sight words
Phonics, and
Patterned words

Language experience, or the experience story, is an expression in the student's own words of a personal experience, a retelling of a new item, a comment on a public happening or anything of interest at the moment. This is written down verbatim by the tutor and the student is taught to read his own words.

Sight words are those words so basic to reading that it is advisable to learn to recognize them by sight, e.g., *the, was, have.*

Phonics are those words easily broken down into sound units. It is important to learn the sound-symbol relationship of individual consonants, e.g. *s, f, m.*

Patterned words is a system of learning in the "word family" way. This often enables students to readily see the relationships between clusters of letters and the clusters of sounds which they represent, e.g.:

it	could
sit	would
fit	should

Listening and speaking skills should be the main emphasis of the lesson, but part of the time can be used for reading and writing as reinforcement. Learning will be strengthened, and the written material can provide opportunity for self study and work at home, showing the correlation between speech and the written words.

An adaptation of the language experience story approach can be very useful. Often a student wants to explain or describe something and asks for help from you in saying something in standard English. Take down exactly what is said. A tape recorder is useful.

At home, type or write up exactly what was said, and also rewrite it in standard English. Give the student both copies, suggesting the rewritten version be read aloud.

A Spanish-speaking social worker who was a student of English, wanted the tutor to help her write a report to be read to the case conference group of which she was a member. She knew her English was inadequate. Here is what she dictated:

> I have big problem in community. Is about one mother. She have six children. She have husband, too. She not well of the mind. She no feeling well in mind and sh go to hospital to get especial attention medicine. We have problem of children now. Maybe one child go live with family Espanish. We calling at the last meeting about that. We not sure about that. The mother speaks only Espanish. Two of the children espeak English. The rest only Espanish.

The rewritten story came out like this:

> One big problem in the community where I work is with a mother and her six children. She has a husband, too. However, she has mental problems. Because of her mental problems, she will be sent to the hospital to receive special attention. Our problem is what to do with the children. The mother speaks only Spanish. Two of the children speak English but the rest speak only Spanish. Maybe one of the children will go to live with a Spanish family. We are making calls to try to place the children. We are not sure what will happen.

[1]From *New Lives in the New World*, edited by Dan Allen and Richard Hall. Copyright © 1975, Collier Macmillan International, Inc.

The tutor underlined some words to indicate the need for study in pronunciation. Together they rehearsed the passage until the student felt confident in reading her report in standard English to her conference group.

After your student has gained a degree of ease in reading and writing familiar spoken English, you can begin using books, newspapers, and other reading material.

Read a sentence while the student follows the passage in the book. Then have the student model the sentence, imitating intonation patterns and pitch. If you read a story into a tape recorder, your student can follow it in the book and practice reading aloud in English with your taped voice as a model.

At this point you should have a pretty good idea of the student's ability. Don't give material that is too difficult. Remember, reading and writing follow and reinforce the listening and speaking skills.

Spelling and writing should be introduced last, if this is also a goal of instruction.

Comprehension

An important part of your job in teaching language skills is to insure comprehension of what you say and of what the student says. If you ask, "Do you understand?", there will probably be a nod or the answer, "Yes," even though the student doesn't really understand. In many cultures, it is impolite to suggest lack of understanding of the speaker. It is therefore necessary to find other ways to determine if the student does indeed understand. One way is to have action follow a direction:

"Pick up the pencil."

If the student picks up the pencil, there is understanding.

Another way to check comprehension is by asking questions. The way you word a question helps determine the response:

1. A question which requires a "Yes," or "No," response:

"Is the door open?"

2. A question which invites an alternate response:

"Is the book on or under the table?"

3. A question which requires facts:

"How many pages are in this book?"

4. A question which requires an opinion:

"Why do you think the man is running down the street?"

Many students, especially those at the college level, may be very familiar with words in print but are not equally comfortable with the same words in speech. Often their reading vocabulary is wide indeed, and it may encompass highly specialized fields of information. Such people know more at the "eye level" than at the "ear level." They often insist on *seeing* the word in print. This may defeat the very purpose of their work with you. Encourage them to *listen* for comprehension of a word, phrase, or sentence. To rely on *seeing* the word first enables them to translate it into their native language and allows them to completely skip the oral language they are attempting to acquire.

Do not presume the student understands what is read unless that student can put the meaning of the sentence into his own words. Merely repeating words in a book may conceal a comprehension difficulty. Testing, not only in reading the words, but in *comprehension* as well, reveals much to a tutor. The following is an example.

Read this sentence, which contains words you do not know:

"The gorkle took the maisly furkles to the blinto."

Q — "Who took the furkles to the blinto?"
A — "The gorkle."
Q — "Where did the furkles go?"
A — "To the blinto."
Q — "What kind of furkles were they?"
A — "Maisley furkles."
Q — "What is a gorkle, a furkle, a blinto?"
A — "? ? ? ?"

You could score 75% on that test and have very little understanding of what you read. Mere repetition of the words of the book does not indicate literal comprehension.

How can you help your student comprehend what is read? One important way is to ask questions after each sentence or paragraph or after the entire conversation or story. Asking a question before the student reads helps in knowing what to look for. "Read this and tell me where Mrs. Jones is going."

Words which have different meanings from one culture to another often make for misunderstandings, sometimes with serious results. A major concern to the police in a large city is loitering. Puerto Rican newcomers often do not know of laws against this on the mainland of the United States

since there is no such law in Puerto Rico. In Puerto Rico, they are accustomed to meeting in small, friendly groups in the street. When they do so in a city on the mainland they may be asked politely to go home, and they usually oblige. However, if they persist in staying, a policeman may tell them they will be arrested for loitering if they don't disperse. The Puerto Ricans use a word similar to the English word *loitering* (loteria) but it means *the numbers game!* This confusion may compound the problem for both the parties involved without their knowing why.[4]

Remember that people can often speak and read English words which they do not understand. Be careful not to assume comprehension. By using pictures, actions, and basic question patterns, you can be sure that your student really understands the meaning of both the spoken and written language.

[4]From *The Puerto Ricans — Strangers — Then Neighbors* by Clarence Senior, Copyright © 1961, 1965 by Anti-Defamation League of B'nai B'rith. For information, address: Quadrangle Books, Inc. 12 East Delaware Place, Chicago, Ill, 60611

CHAPTER 10

Goals and Lessons Plans

Diagnosis . . . Teaching . . . Reinforcement . . . Evaluation of Lesson . . . Your First Lesson
Individualized Lesson Plans . . . Error Chart
The Advanced Student
(Pictures, Questions, Ads from Newspapers, Reading, Student's Country, News Broadcasts, American Holidays, Action and Participation, Dialogue)
Homework . . . Lesson Plan Summary

Every student has a goal in mind when asking for help in conversational English. Try to encourage short-term goals for your student so that individual goals can be reached. The first goal may be to be able to understand and respond to simple greetings in English. It may be learning enough "survival" vocabulary to do the daily shopping or to make an appointment with a doctor. These are here-and-now needs rather than projections into the far distant future. Your student may have bigger goals, such as attending night school classes or learning technical vocabulary needed in a university setting. Your student may want to gain confidence in listening and speaking skills in order to participate in a community meeting. Whatever the goals, give encouragement by showing that progress is being made on both short and long-range objectives. The short-term goals may be revised as you progress together.

Planning for individual lessons is mainly your responsibility, but it should involve the student also. There may be immediate interests and needs which concern your student and these merit immediate attention, even though you will have to postpone the particular lesson you had planned for that day.

As you plan, keep in mind:

1. *Diagnosis.* Find out:

What your student knows now.

What individual weaknesses and strengths your student has.

What interests your student.

What your student wants to accomplish (specific short and long term goals).

With these in mind, you can start your planning.

2. *Teaching.* Use all techniques. Remember, if certain techniques work, they are right for your student. Use:

Listening, speaking, and comprehension drills
Dialogue
Visual aids
Texts and workbooks

3. *Reinforcement.* Review and reteach by using approaches to build confidence and to strengthen your student's listening and speaking skills. Give suggestions for using the newly-acquired skills outside of lesson time: TV, radio, tape-recorded English speech.

4. *Evaluation of lesson.* Ask both your student and yourself:

Have we done what we set out to do?

Is the student improving his listening and speaking skills?

Are weak spots being strengthened?

Are there new skills and ideas being gained by both student and tutor?

Is the student eager and contributing to the lesson or bored and discouraged?

The circle of planning becomes complete when you and the student go back to *diagnosis* and plan for the next lesson.

From diagnosis and a knowledge of the individual student's interests, lesson plans should be tailored to the student's individual learning style, using creative approaches and as many materials as your ingenuity suggests.

It is difficult to plan a lesson until you have a specific person in mind, and know about that person's abilities and interests. When you are actually working with a student, however, your lesson plans can be tailored to the needs of that specific person. Making realistic lesson plans is an important part of your teaching. Knowing what you are to do and how you will do it gives you confidence, eliminating that "What will I do next?" feeling. Your confidence communicates itself to your student. Planning allows you to be more flexible and more creative. It is always better to plan more than you can use rather than too little.

Every lesson should be interesting and challenging but not frustrating.

You will save yourself a great deal of time and you will do a much better job if you make out your next lesson plan immediately after each lesson and while the completed lesson is fresh in your mind. With your materials at hand, you can plan quickly and easily. If you need additional new materials, write a note to yourself and attend to it as soon as possible. The habit of writing up the next lesson immediately really pays dividends.

Your First Lesson

Because you won't know what ability in spoken English your student may have as you meet for the first time, you cannot have a real plan. Develop a general outline for this first lesson and bring your "bag of tricks" with you, as suggested in Chapter 5, Getting Started.

If you find after assessment, that your student is at a beginning level, you have all the tools necessary for a basic lesson. If your Placement Test indicates Levels III or IV, you can discuss dates and times for future lessons, initiate conversation, and check listening comprehension with pictures, objects and workbooks.

Whether the student is an absolute beginner or is more advanced, a standard greeting and an expected response can be introduced which will develop a comfortable familiarity from one meeting to the next.

Individualized Lessons Plans

Begin your lesson with a short review of some material already learned. This is important for reinforcement, but it also allows the student to begin on material with which there is certain success, thus building confidence. However, bring in new material early in the lesson while the student is fresh.

Daily lesson plans will be as different as individual student's needs, abilities, and interests. This calls for sensitivity to the needs of the student and creativity in meeting those needs. However, consider the following list and include relevant items in most lesson plans:

LESSON PLAN

Student's Name _____ **Time** ____ **Date** ____

Levels I and II

1. Greeting.
2. Listening comprehension.
   (1) Commands — Directions: stand up, sit down, etc.
   (2) Colored paper exercises.
3. Vocabulary, using:
   (1) Substitution drill and response drill.
   (2) Objects.
   (3) Pictures without words.
4. Survival skills.
5. Textbooks, e.g. chapters on plurals, negatives, etc.
6. Simple dialogue.
7. Fun: pictures of your family, with simple descriptions; your student's country, giving the student something familiar to discuss, etc.
8. Tutor: Review this lesson, writing down your comments as a guide to planning the next lesson.

Levels III and IV

1. Conversation: Encourage your student to share recent experiences and to ask you questions. You can check pronunciation and structure in this free conversation time.
2. Review homework: Find out what was incompletely learned in order to give additional practice. Your student will welcome drill in difficult areas.
3. New material: Listening comprehension, vocabulary and speaking skills, reading and writing, using:
   (1) Pictures.
   (2) Textbooks.
   (3) Reading books.
   (4) Tape recorder.
   (5) Dialogue.
4. Relaxing activities for fun and reinforcement: games, reading a story together, or tutor reading a story which student can re-tell.
5. Homework assigned.
6. Tutor: Review this lesson, writing your comments, as a guide to planning the next lesson.

Error Chart

An *error chart* can be of real help in lesson planning. Rather than interrupting the lesson constantly to correct your student, jot down special problems to return to later. Sometimes you will want to correct your student immediately by modeling correctly, but often you may prefer to work on errors in future lessons.

ERROR CHART	
Errors	**Needs Help**
Says *shocks* for *socks*, *shun* for *sun*.	Work on /s/ sound.
Confuses *leg, lamp, lips, bedroom, bathroom.*	Work on words that sound alike (minimal pair exercises).

To help in your lesson plans, keep a vocabulary check list (See Chapter 9, Language Skills). Words that need reinforcement will then be readily available.

Encourage your student to talk about things that are important in his everyday life. Keep a list of the student's expressed interests or needs so you include them in future lesson plans.

1. How to count money.
2. Terms used in shopping.
3. Conversational helps needed when talking on the telephone.
4. Conversational helps needed for a visit to the doctor or the clinic.
5. Vocabulary needed when traveling on a bus.

You might include questions people ask:

1. *When* — were you born; did you get up; did you leave for work; did you come to America, etc.
2. *Where* — were you born; did you come from; do you live; do you work, etc.
3. *What* — do you like to do for recreation; do you do at work; is your Social Security number; are you studying, etc.
4. *Who* or *Whom* — do you know in America; do you work for; do you work with; can you call for help if it's needed, etc.
5. *How* — do you get to work; do you spell your name; did you come to the United States, etc.
6. *Why* — are you late for work; do you need a car; did your little boy miss school yesterday, etc.

While seeking to vary the lessons do not neglect repetition. The importance of repetition in the learning of a new language cannot be overstressed. The student needs to hear and say words and phrases may times before they can be used automatically in actual situations. New vocabulary and structure should be repeated as often as possible after they are first taught.

Integrate new material immediately and begin to expand its context. For example, if you are teaching or reviewing the numbers in English, your student can progress from simple arithmetic to reading prices, telling time, and then giving change in American money. Help your student realize that what is being learned has many practical applications. Using the material in many different ways gives you an opportunity for repetition and review.

One of your long-range goals is to get your student to think in English. Personal involvement in the activities of the lesson helps. Involvement can be as simple as following directions, or it can be more complex, such as adding a sentence to a story you have started. You and your student can alternate saying the sentences in the story. Hopefully this can be done rapidly so there's little delay and no time for translation from the native language to English. The object is to get the student to think fast in English, so don't stop to correct errors. Make notes on errors for later study.

Knowing techniques and drills thoroughly, a creative tutor can adapt to an individual student. It is helpful to use a textbook or two as roadmaps or guides to sequential learning. If a text seems rigid, use only what is helpful to you and make use of other books. The use of textbooks will give continuity to your lessons.

Many textbooks have simple placement tests which you may wish to use. Start your lessons at the point where your student falters or shows no understanding. A student may have a fairly good vocabulary, and may understand singular and plural, negatives and questions, and present tense. However, when it comes to past tense there are problems. Review quickly the earlier lessons in that text and concentrate on the more advanced lessons. Remember, don't be misled into thinking your student understands because of a nod of the head. This is often a polite way to acknowledge your student's appreciation for what you are doing and to assure you of a continuing effort to comply with your wishes.

You are putting much effort into teaching your student all the skills involved in listening and speaking, but be sure you have time for fun. Games can provide practice in needed vocabulary or drills. To read something aloud that is of interest to the student can lend variety and can give examples of language which is well used. Your student will have practice listening and your questions about the reading can provide a stimulus for independent speaking.

The Advanced Student

All techniques can be adapted to more advanced students. Tutors often feel inadequate with the Level III or IV student, and hesitate to use basic drills. Here are some specific suggestions:

Pictures

Bring several pictures to the lesson. For the advanced student, suggest:

"Describe the girl in the upper right corner"

or

"Tell me how you feel about this picture."

You can write down the reply to review with the student later, or you can use the information as a base for further conversation. Such spontaneous expression gives you an opportunity to see if there are words that the student does not know, as well as giving you an opportunity to check the student's grammar. If either vocabulary or grammar is not correct, model the sentences correctly, and make a note on your Error Chart to review the errors at the next session.

Questions

Questions are helpful tools to use to solicit information about your student, to get him to talk. But just as important, your student must learn how to ask questions to get information himself.

You might want to use this method to prod an advanced student to ask questions.[1] Bring one object with you to your tutoring session on which to focus attention. It could be something as ordinary as a transistor radio, a container of spice, or a tennis ball.

To open the conversation, you might say:

"This is a transistor radio. We take it with us when we go to the beach"

or,

"This is a can of nutmeg. Nutmeg is a spice I use a lot in cooking"

or,

"This is a tennis ball I used in a game last weekend."

You can solicit information by your own question:

"Why do you think I brought this radio (or nutmeg or tennis ball) with me today?"

If your student doesn't respond, you could encourage further conversation by answering the question yourself:

"To talk about it — to have you ask questions about it."

Then wait for your student to ask the questions. You give the answers.

A good portion of the lesson could be directed around the radio, nutmeg, or tennis ball, including new vocabulary words.

If you brought a tennis ball, words could be *tennis, court, sneaks, scoring, racket, net,* — and could continue on to a discussion of the sports in your student's country. You could use all your drills, focusing on tennis. A continuation of this lesson (if the student is interested) could include asking the student to bring in a newspaper, magazine article, or pictures about tennis. The discussion could take any direction — sports for health, famous tennis players, how sporting equipment is made, where tennis is played, etc.

The second lesson could reinforce the same vocabulary with new information your student has gathered about tennis. Have pictures and reading material available for further saturation on the one subject matter. You may want to spend several lessons on one item if it proved interesting to the student. Or you may want to go on to a new object on which to focus questions:

knitting needles
a spark plug
a banana
a potted plant
a special food

One tutor brought a bunch of grapes to use as a focal point for conversation and questions, ending the session by sharing the grapes with the student. The student had never seen nor tasted grapes so there was a new taste experience as well as new vocabulary (*round, green, bunch, sweet, healthy, juicy, refreshing).*

Ads From Newspapers

Provide ads clipped from newspapers so that you can discuss the product on sale, sales price, regular price, and how much savings there is. You might bring out the fact that often the merchandise on sale cannot be returned, that you must keep the sales slip to return merchandise, etc. Role playing may be an interesting way to review this information with each of you alternately taking the role of the clerk and the customer.

Reading

After reading to the student, ask questions and discuss together what you have read. The stories can increase in difficulty as the student's language skills develop. You may wish to tape such a story for the student to review as homework.

Student's Country

Locate an article, pictures, and perhaps a map of the student's country. Find out about holidays in

[1]Adapted from a paper presented at the International Association of Applied Linguistics (IALA) August 1972, by Joyce Gilmour Zuck.

your student's country. These could be motivation for the student by stimulating conversation. Note vocabulary needs and the need for help in grammar as the student speaks.

News Broadcasts

Often a student can understand a face-to-face conversation with people who are familiar, but has more difficulty with an unfamiliar voice, particularly if the student can't see the face of the speaker. It will help your student if you will tape news broadcasts which can be replayed several times as needed for understanding. Questions and discussions can follow.

American Holidays

Bring pictures or actual objects typical of American holidays — Halloween, Thanksgiving, Memorial Day, etc., holidays that are truly American and very different from holidays in other countries. Get information on the origin of our holidays, and use pictures or objects such as a small pumpkin or a funny mask for Halloween, the U.S. flag or a picture of the men signing the Declaration of Independence for the Fourth of July, etc.

Action and Participation

It may provide a change of pace to go shopping with your student, or to visit a museum or a library. One teacher baked an apple pie with her student. The conversation and the new vocabulary that came out of this activity were excellent.

Dialogue

Don't forget dialogue. Instead of memorizing set-up dialogues, role-play situations which could relate to your student, e.g., pretending your student is seeking employment. You might act as the personnel officer and the student could be the applicant. On another occasion, pretend your student is going to a clinic. You can act as the receptionist with your student as the patient. When you are going through a role-playing activity, you want immediate response, so overlook many of the errors. Place more emphasis on comprehension of what is said and the student's ability to respond. You can tape such role-playing exercises so that your student can replay them, or so you can review the tape for errors to help plan future lessons. Don't discourage your student from attempting conversation by focusing on errors. This may be so discouraging that it is easier not to try.

Work on verb tenses. Do this without letting your student be aware of it. Don't mention grammar or verb tenses specifically. Simply model the correct form.

To teach the *present progressive tense* verbs, bring objects for the student to use (pennies to count, cookies to eat, pins to put in a box, etc.) Ask the student what he is doing. If the student answers correctly:

"I'm counting pennies"
"I'm eating cookies"

note that the present progressive tense is used correctly.

However, if your student says:

"I count pennies"

you immediately model it correctly, having him repeat.

T — "I'm counting pennies."
S — "I'm counting pennies."

For the *past progressive verb,* have the student do the same activities listed above (such as counting pennies, etc.) Ring a bell, clap your hands, or knock on the table to stop the activity. Ask the student what he was doing when you gave the signal to stop. Again, check in your notebook if the student had the past progressive tense under control by responding:

"I was counting pennies."

If an incorrect response was given, you model the correct response.

For the *present, past, and future tense,* use a newspaper ad with groceries and their prices. Say that you're going to plan tomorrow's shopping list. Ask your student to indicate what to buy by stating it in a sentence:

"We'll buy tomatoes. The price is ___"
"We'll buy lettuce. The price is ___"
"Yesterday we bought bread and the price was ___"

Continue with a practical, realistic list. Vary this with ads for clothing, hardware or drug items.

Homework

Skills in listening and speaking must be exercised to be acquired and maintained. No one learns a language without practice and it is the student who must provide the practice. False hopes are raised and time is wasted for both tutor and student to imply that a new language can be learned during the lesson time alone.

There must be daily practice on the part of the student. The effort by the student should match the efforts of the tutor who prepares carefully and is conscientious about instruction.

How can a beginning student practice listening and speaking skills without the tutor present?

1. Encourage your student to listen to spoken English — on TV, radio, in groups, in the family — even if it is not fully understood. To become surrounded by a new language helps one get the "feel" for its rhythm.

2. If your student has a tape recorder, record drills to be practiced or stories to be heard, suggesting he listen at his leisure.

3. Give your student an envelope or folder for study materials. The student can repeat some of the class activities alone, or get an English-speaking friend or member of the family to help. The folder might include:

colored slips of paper
numbers on 3 by 5 cards
stick figure cards
pictures

Homework for the advanced student can include:

1. Participation in English-speaking groups, urging the student to speak, even though hesitantly and with an accent.

2. Assignment of listening to a specific TV or radio broadcast, knowing the tutor and the student will discuss it at the following lesson.

3. Reviewing alone (or with a friend) discussion about a picture which has been provided for the student.

4. Written dialogue that has been understood, to be practiced orally.

5. Taped sentences to be repeated.

6. Taped story read to the student at the lesson and reviewed at home.

Some students are hesitant or neglectful about working at home. Make homework easier by giving much praise for improvement.

Lesson Plan Summary

Your lesson plans are really good if they:

1. Are simple enough so that you student gains confidence with each lesson.

2. Give more repetition than you may think is necessary, thus making your student comfortable. It is better to overteach than to assume mastery too soon.

3. Reflect a feeling for your student's capabilities, needs, and interests.

4. Involve the teaching sequence of diagnosis, teaching, reinforcement, and evaluation.

5. Provide good materials for meeting your teaching goals.

6. Have continuity with the previous lesson.

7. Have ample variety to hold your student's interest.

You are a good tutor if you follow each lesson plan efficiently whenever you can, but are ready to adapt to the special circumstance, to tailor all or part of a lesson, whenever an unexpected need or opportunity arises. Your lesson plans chart the course for teaching your student a new language. Make them carefully and use them efficiently.

CHAPTER 11

Small Group Meetings

Have a Party . . . Chain Drill . . . Statements and Questions
Holidays . . . Music . . . Discussion Themes

After you have met with your student on a one-to-one basis for some time, you will probably look for ways to bring your student into experiences which will provide opportunities to interact with others. It may be possible to create or join a small group which can include several tutors and their students. The occasion may be a social event as well as a learning experience. These can be held monthly or four or five times a year. When your student has become accustomed to *your* voice, it would be helpful to hear and react to other voices. With you there as security, a group meeting can be an exciting introduction into American life.

Have a Party

It is helpful if all the tutors involved are told what will be done on "party" night so that they can prepare their students. It is wise *not* to have students from only one country or one language represented. In such a situation they tend to talk in their native language. One of the goals of small group meetings is to help students become comfortable in an American setting with English as the only language used in conversation.

Students and tutors can practice traditional American greetings and responses so that they feel at ease at the gathering. Perhaps coffee, tea, or other refreshments can be provided to make it more of a party. It is wise to have one person act as host or hostess, leading the group discussion. Keep the activities simple and be sure that all the students can participate.

Chain Drill

A chain drill is a good introduction, easy yet informative. Have the participants (both tutors and students) sit in a close circle. Start by saying:

"My name is ___"

Turn to the neighbor at your right and say:

"What's your name?"

That person responds with his or her name and asks the same question of the next person. This continues around the group. There is enough repetition so that even the shy person gains confidence.

Statements and Questions

Go on to other statements and questions. Always give your answer first as a model and then ask the question:

"I'm from New York State.
Where are you from?"

"I'm from Puerto Rico.
Where are you from?"

You could have a globe or a large map available and each person, both tutor and student, could point to the area from which he or she came.

You can add many questions, each time varying the chain drill a bit:

"I've been in Middletown thirty years.
How long have you been in Middletown?"

"I drove my car to the party.
How did you get here?"

"I'm married and have two children.
Are you married?
Do you have children?"

"I'm interested in golf and skiing.
What are you interested in?"

This chain drill is fun and relaxing, and it gives good practice in listening and speaking skills.

The leader may have placed some special object on the coffee table. This object could be something from another land or something very familiar. Whatever it is, it's the focus of conversation. Have a variety of questions ready, soliciting discussion in English:

"What is this?"
"What's it made of?"
"What's it used for?"
"Where do you think it was made?"
"Do you have one?"
"Would you like one?"

Different tutors and students could supply these objects, giving each tutor/student team an opportunity to be the leaders.

Holidays

You could make an up-coming American holiday the theme of a small group meeting, having appropriate objects, pictures, decorations, and possibly songs. Consider:

Thanksgiving
Halloween
Christmas
Easter
Fourth of July
Hannukah
New Year's Eve
Lincoln's Birthday

Music

Music is a wonderful bond between people. You might have a record or tape of a well-known song, such as "Yankee Doodle", "Jingle Bells", "America the Beautiful", or "This Land is Your Land." If the tutors involved know your plans, they can teach their students the words and everyone can sing together the day of the party.

Discussion Themes

Your meetings or parties can be as varied as the people involved, centering discussions in English on a variety of subjects:

favorite foods
gardening
buying a car
family activities
weather in your particular area
sports
nature study
travel maps

Small group meetings may give your student enough confidence to attend a church or community meeting. They can encourage greater social interaction and they can be lots of fun. These group activities may be just what is needed to initiate or continue an interest in adult education classes.

CHAPTER 12

Citizenship in the United States of America

Citizenship Requirements . . . Naturalization Procedures . . . Naturalization Examination Oath of Allegiance . . . Alien Registration

Many ESL tutors will have students whose ultimate aim is attaining United States citizenship. Most cities have citizenship classes, either in the public schools or run by community groups, and the student advanced enough to be working for citizenship should be studying in such classes. Your role as an ESL tutor is important because the ability to speak, read, and write English is a basic requirement for U.S. citizenship.

A substantial part of your tutoring session for this type of advanced student should be spent on the material to be covered in the Naturalization Examination. It will be helpful to your student if you have some basic knowledge of the requirements for United States citizenship.

Citizenship Requirements

The applicant seeking citizenship must:

1. Have five year's residence in the United States.
2. Be at least 18 years of age.
3. Be able to speak, read, and write simple English.
4. Have some knowledge of our form of government and of U.S. history.
5. Be of good character.
6. Show understanding of, and belief in, the Constitution of the United States.

There are exceptions to these basic requirements.

A foreigner married to a spouse who has been a U.S. citizen for at least three years, may have only three years residence in the United States to qualify for citizenship. However, the requirement to speak, read, and write English still stands.

A person over 50 years of age with 20 years or more of residence in the United States may become a citizen even though he or she cannot speak, read, or write English.

Naturalization Procedures

If the applicant meets the basic requirements, the steps toward citizenship are as follows:

1. Obtain an application (Form N-400) for citizenship, a fingerprint card, and a Biographic Information form from the nearest office of the Immigration and Naturalization Service, the clerk of a Naturalization Court, or a social service agency in the community. The application, fingerprint form, and biographic information form, must be filled out and mailed to the nearest Immigration and Naturalization Office. (Here is an opportunity for the tutor to help the student in this beginning step toward citizenship by explaining the questions in the above forms.)
2. After an examination of the application, the applicant is called before an examiner. At that time the applicant will be helped in filing a Petition for Naturalization in the Naturalization Court. There is a $25 fee for filing. (When the applicant comes for this examination, two United States citizen witnesses must accompany him. The witnesses must know the applicant and have seen him often at his address.)
3. After the petition has been filed, the applicant must wait for not less than 30 days and will then be notified to appear before the Court for a final hearing. The judge does not ordinarily ask any questions of the applicant because the Naturalization Examiner has already done so, and merely informs the Judge that the applicant has been found qualified and should be made a citizen. The Applicant then takes an Oath of Allegiance to the United States.

This brief review of the steps to citizenship can be supplemented by the free pamphlet available from the U.S. Department of Justice, Immigration and Naturalization Service, entitled "Naturalization Requirements and General Information."

Naturalization Examination

The big challenge for many people in obtaining citizenship is the Naturalization Examination, which is one part literacy (reading and writing English) and the other part history and government of the United States. The LVA Bibliography[1] lists several study guides for you and your student to work with in preparation for the Naturalization Examination.

Oath of Allegiance

You will want to explain and simplify much of the information on citizenship. For example, here is the Oath of Allegiance to the United States. As you read it, think to yourself how very difficult and confusing the words would be to you if English were not your native language:

> "I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States or perform noncombatant service in the Armed Forces of the United States when required by law; and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God."

Here is an example of simplifying the Oath to make it understandable to English as a Second Language students:

> "I hereby declare my complete allegiance to the Constitution and laws of the United States of America. I further declare that I will obey, support, and defend them against all enemies, and that I will serve the United States of America in the armed services or as a civilian if required to do so by law. This pledge I make of my own free will without any reservation whatever and as an oath before God."[2]

Alien Registration

Remember that your student is an alien until citizenship is obtained. According to law, every alien must report his or her address to the government every year in January. A visit to the nearest post office is required and an alien Address Report form must be filled out. Failure to register could result in deportation so it is important that you remind your student of this obligation.

[1] *Bibliography of Materials for Adult Basic Reading and English as a Second Language*, Literacy Volunteers of America, Inc., 1976
[2] Written by Warren Cox, Assistant to the Publisher, Noble and Noble Publishers, Inc.

CHAPTER 13

Other Cultures

Definition of Culture . . . Cultural Preconceptions . . . Sharing Our Own Culture
Learning About the Student's Culture . . . Some Cultural Differences
Have Respect for Other Cultures

Language plus culture equals communication. Words have meaning only in the context of the culture in which they are used. For example, a *bonnet* is the hood of a car in England, but in America it is a head covering.

Definition of Culture

Culture is a system of behaviors and beliefs making some things permissible under certain circumstances and nearly prohibiting them in others. These patterns of culture may vary from country to country and from area to area. What may be normal or acceptable in one part of the world may be frowned upon in another. A culture is defined by the human behavior that is accepted by the majority in that particular community.

Cultural Preconceptions

Sometimes we have preconceived ideas of culture in other lands. We may imagine Africans as beating tom-toms and living only in tribal villages. Many Africans live in towns and cities very similar to ours and have never lived in a tribal village or even heard a tom-tom.

Similarly, people in other lands may have preconceived ideas about life in the USA. When they think of the culture of the United States, they may envision gangsters on every street corner and American Indians still engaged in buffalo hunting. Movies have given rise to the misconceptions that all Americans either live in the lap of luxury or are slum dwellers.

It is difficult to know what part of a person's attitudes is influenced by background and culture and what part by reading, learning, and various experiences.

Sharing Our Own Culture

Because as Americans we are rightfully proud of our country and customs, it is easy to fall into the habit of insisting that *our* way is the *only* way. People who are new to the United States want to know more about our ways, and we must find ways to provide this information. Helping our students learn and understand American customs, manners, holidays, and attitudes certainly should be included as we plan our lessons. It is important to convey to your student some of the general attitudes of Americans, such as the near equality of the sexes, the fact that a majority of women work outside the home with the whole-hearted support of their husbands, and the comparative freedom of children.

Learning About the Student's Culture

However, many of us are uninformed of the customs, cultures, and often the geographical location of other countries. As a tutor learns new and interesting things from a student, he or she must also be sensitive to the student's individual feelings and needs.

Learning a new language and trying to adapt to a new culture is a difficult task, and it can be frustrating. It is important that an ESL tutor be able to empathize with the student. Becoming acquainted with the student's native country and culture will build the needed rapport between tutor and student. Such interest on the part of the tutor is a courteous gesture and indicates a sincere interest in the student as a person. With a little knowledge you can avoid unknowingly offending anyone.

Cultural and family differences vary in America from one section to another as they do within every country. Consider the difference in living

styles among a rural New England family, a well-to-do New York City family, a suburban family, a ghetto family, and a western ranch family. Also, there are religious differences within other countries, as there are in America, so it is difficult to make generalizations about an entire country on any matter. Because individuals, even within a given country or culture, are *individuals*, your student may not fit precisely into the mold ascribed to most people from a given country. Your student will forgive your lack of knowledge of his ways, but it is gesture of good will to try and understand his ways and avoid offense. You are encouraged to read books and articles about your student's country, culture, and language to help you to discover the interesting ways in which it differs from the customs you know. Back issues of *National Geographic* magazines are invaluable for information on nearly every country. Your library can suggest books on specific peoples and countries.

Some Cultural Differences

It would be impossible to detail all cultural differences but each tutor should be sensitive to the fact that differences exist.

Greetings vary from culture to culture. The American, "Hi", "How're you?" or a wave of the hand indicate an informal friendliness. In some cultures it is polite to be more formal and inquire about the health of each member of the family. Handshaking is common in many cultures, but it is often done differently. Sometimes it is firm and brisk, again limp and relaxed. Others grab the thumb and wrist with a hearty greeting. In some Asian cultures the custom is to place the hands together, giving a slight bow.

Anglos have a non-touching culture, while Latins tend toward a touching culture. Latins greet each other with hugs, kisses, and handshakes, while Anglos greet each other with a possible handshake, but generally with just, "Hello," and no touching.

Facial expressions convey different meanings in different cultures. Surprise or shock in the American culture is often shown by opening the eyes wide and raising the eyebrows. To a Chinese, this is often a sign of anger while to a Puerto Rican, it can be a sign of a lack of understanding.

As was mentioned earlier, actual physical distances between people are determined by culture. People from some parts of the world, especially Latin America, like standing close. In conversation with an American, the Latin may feel chilled and consider him aloof because of the distance apart. An American may feel stifled by the closeness.

In many cultures great emphasis is put on hospitality. Sharing food is an important way of showing friendship and gratitude. In cultures where the extended family is a way of life, any relative, no matter how distant, has the right to ask for extended hospitality.

The teacher is held in high regard in most countries. Sometimes this attitude is so exaggerated that a student feels the teacher is *always* right and knows *all* the answers. Respect is often shown by casting eyes downward rather than by looking directly into the eyes of the teacher.

Have Respect for Other Cultures

It is important that the tutor never belittle the "foreign way" of doing things. Avoid value judgements when dealing with cultural differences. Instead, interest in other cultures is very essential. You'll find it fun to taste native dishes of other countries and to learn the customs and holidays of another land. One is not better than the other, just different.

CHAPTER 14

Tutor Competency Evaluation

Attitudes . . . Diagnosing Your Student . . . Teaching Skills . . . General Information . . . Case Histories

Attitudes

Before you begin to instruct a student, you should evaluate your attitudes, as well as the skills you will need to provide successful instruction in teaching conversational English:

1. Am I *free of critical attitudes* toward those who cannot speak or understand English? My answer requires absolute honesty in examining my own attitudes toward those who are from other countries.
2. Am I willing to *be patient* with small gains and with the possibility of a long period of instruction?
3. Am I enthusiastic enough in my instruction to *provide genuine encouragement* so that my student can experience a feeling of achievement with the many small successes needed before any long-term goals can be achieved? (See Pages 12-14.)

Diagnosing Your Student

1. When will I test my student? (See Page 15.)
2. How will I find out if a prospective student:
   (1) Can *understand* English at all?
   (2) Can *speak* English at all?
   (3) Is at a more advanced level of conversational English? (See Page 15.)

Teaching Skills

1. What two language skills am I most concerned about when teaching English as a second language? Reinforced later by what two other skills? (See Page 6).
2. If my ESL student tests at Level I, in what area would I concentrate my tutoring?
   (1) at Level II?
   (2) at Level III?
   (3) at Level IV?
   (See Page 19.)
3. What are some practical ways to practice listening comprehension? (See Page 28-31.)
4. Describe at least three survival skills which could be taught: (See Pages 24-27.)
5. What are several tools I can use to communicate as I teach my student? (See Page 21.)
6. Give an example of each of the following techniques:
   (1) Simple substitution drill
   (2) Complex substitution drill
   (3) Response drill
   (4) Transformation drills:
   Positive to negative
   Statement to question
   Combining two simple statements into one
   Restatement
   (5) Backward buildup (See Pages 32-37.)
7. Write a simple dialogue. Describe the steps necessary to teach this dialogue. (See Page 39.)
8. List several things that should be included in each lesson plan. (See Page 54.)

General Information

1. Am I willing to get more information about my student's country and culture? (See Pages 63-64.)
2. If my student wants to become an American citizen, where will I go for useful information? (See Page 61.)
3. What month must aliens in the USA register? (See Page 62.)

With the following five student case histories, what would your plans for instruction be for each?

1. What supplies would you have with you?
2. How would you find the conversational and comprehension level of your student?
3. What techniques would you use in teaching?
4. From what you know about this individual, what specific materials would you use?
5. Can you think of other ways to help?

In these case histories, the results of testing are given to you. In reality, such testing would be your own responsibility. Testing should be done as soon as possible.

Case Histories

1. Francisco is a 19-year-old Sicilian man who has had six years of schooling in his native land. He has been in the United States for one year and lives with his elderly father in an apartment house, where Francisco is the maintenance man. He also works two hours a

day as a bag boy in a supermarket. His ambition is to join the Air Force where he can be with the planes he loves, but he knows that he must have more English than the few conventional phrases he now speaks. His working schedule is such that it is impossible for him to attend Adult Education classes. He tries to help himself by listening to radio newscasts, but his small knowledge of English hinders his understanding of their content. He enjoys biking and playing bocce ball. He tests at Level I.

2. Muy is a Vietnamese mother, 30 years old, who has been in this country three months. She has a five-year-old daughter and a six-year old son, and is expecting another child in six months. Muy speaks fluent French and reads and writes in her own language, but her English is halting and difficult to understand because of her intonation difficulty and sparse vocabulary. She faces two problems in communication: her inability to converse with her children's teachers and her need to discuss her pregnancy with an English-speaking doctor. She tests at Level II.

3. Danno is a 15-year-old boy from San Juan, Puerto Rico. He has lived in this country about eleven months and is in the eighth grade. Because of his language difficulty (he speaks only "street" English and not much of that), he is in danger of dropping out of school. He wants to stay in school because he dreams of being on the track team, but he's falling behind in all of his subjects except math. His native-born schoolmates harass him because of his school performance and also because he's Puerto Rican. Consequently, he's become shy and somewhat surly. He has no special hobbies and spends his time on the streets with his Puerto Rican friends, thinking up ways to get even with the "Americans." He tests at Level II.

4. Rosa is a widow born 53 years ago in a village in Italy and has recently been brought to the United States by her eldest son. Rosa is unable to read and write in her native language and had no schooling in her little village. She is most unhappy because she can converse only with her son since his American wife and children know only a few words of Italian. Rosa feels very much a displaced person, missing the community life of the village, her neighbors, and her important position as the local midwife. She does not understand the customs and life style of her American family and her son is often too busy to answer her questions. Crocheting and Sunday Mass (alas, in English, also!) are her only pleasures. She wants to speak and be understood — to ask questions and understand the answers. She tests at Level I.

5. Bernard is a 24-year-old Russian Jew who came to this country from Kiev three months ago. He speaks and reads Russian and Hebrew and has a reading knowledge of English. He is attending Adult Education classes but needs special tutoring if he is to attain his goal — to be accepted at the State University in the fall. His English is stilted and hesitant; he begs people to slow down in speaking to him, and he's confused by American idioms. He tends to "think" in Russian and "translate" into English. He tests at Level III.

It's exciting to watch your student grow in language skills and to learn as you teach. You should become confident in your ability as a tutor as you use the techniques you have been taught in this book. You may find a whole new world opening up. The experience will surely prove to be a rich one for both you and your student.

What better way to pay homage to our own immigrant forefathers (or grandfathers — or fathers!) than to reach out a helping hand to the newcomers who have come to live in America — to share our language with a stranger so that he can live more meaningfully in our corner of the globe? When we open channels of communication with a person of a different culture, our insights are sharpened and we can truly conceive of the peoples of the world as brothers.

Both student and tutor have something to give and something to gain. The tutor gives new skills in English and the student gives the gift of insight into another culture. May the exchange prove worth the effort to both of you!

Appendix

Glossary of Terms for English Second Language Tutors

ABE	Adult Basic Education
ACE	Adult Continuing Education
Bilingualism	The ability to use two languages with equal facility
EFL	English as a Foreign Language
ESD	English as a Second Dialect
ESL	English as a Second Language
Linguistics	A science which systematically analyzes and describes a language as used by its native speakers.
TEFL	Teaching English as a Foreign Language (usually adults at the university level)
TESL	Teachers of English as a Second Language (usually refers to teachers in school programs for children)
TESOL	Teachers of English to Speakers of Other Languages

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